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ABSTRACT

A total of 380 articles published during 1981 in 33 Czechoslovakian, Polish, East and West German, Bulgarian, Hungarian, American, British, and Soviet journals are annotated. The bibliography is divided into two main sections. Section 1, on the general didactics of geography, contains listings under the subcategories of didactics of geography, social conditions of geography instruction, institutional factors of geography instruction, the geography teacher, the pupil in geography instruction, objectives of geography teaching, organization of geography instruction, implementation, methods, geography instruction media, and outcomes. Section 2, on the special didactics of geography, contains the following subsections: mathematical geography, physical geography, socialist geography, regional geography, geographical cartography, landscape theory, and environmental theory. Within each category, citations are entered alphabetically by author. (LP)

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DIDACTICS OF GEOGRAPHY

A selected bibliography
for 1981

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PRAGUE 1983

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Lidé a země, 30, 1981, No. 1-12.
Památky a příroda, 6, 1981, No. 1-10.
Přírodní vědy ve škole, 32, 1980/1981, No. 5-10;
33, 1981/1982, No. 1-4.
Sborník Československé geografické společnosti, 86,
1981, No. 1-4.
Socialistická škola, 22, 1981/1982, No. 1-4;
21, 1980/1981, No. 5-10.
Učební pomůcky ve škole a v osvětě, 20, 1980/1981,
No. 5-10;
21, 1981/1982, No. 1-4.
Učitelské noviny, 31, 1981, No. 1-51.
Životné prostředí, 15, 1981, No. 1-6.

Foreign

- Czasopismo geograficzne (Poland), 52, 1981, No. 1-4.
Die Erde (FRG), 112, 1981, No. 1-3.
Földrajstársítás (Hungary), 24, 1981, No. 1-6.
Geografia w szkole, (Poland), 24, 1981, No. 1-5.
Geografiya v škole (USSR), 1981, No. 1-6.
Geographical Review (USA), 71, 1981, No. 1-3.
Geographie im Unterricht (FRG), 6, 1981, No. 1-12.
Geographische Berichte (GDR), 26, 1981, No. 1-4.
Geographische Rundschau (FRG), 31, 1981, No. 1-12.
Geographische Zeitschrift, 64, 1981, No. 1-4.
Izvestiya vsesoyuznogo geograficheskogo obshchestva,
Moskva (USSR), 113, 1981, No. 1-6.

- Journal of Geography (USA), 80, 1981, No. 1-7.
Lehrmittel aktuell (FRG), 7, 1981, No. 1-6.
National geographic magazin (USA), 159, 1981, No. 1-6;
160, 1981, No. 1-6.
Obuchenieto po geografiya (Bulgaria), 24, 1981, No. 1-6.
Óswiata i wychowanie (Poland), 1981
Petermanns geographische Mitteilungen (GDR), 125, 1981,
No. 1-4.
Science Education, 65, 1981, No. 1-5.
Teaching geography (Great Britain), 7, 1981, No. 1-4.
Vestnik Moskovskogo universiteta, Seriya geografiya.
(USSR), 52, 1981, No. 1-6.
Zeitschrift für den Erdkundeunterricht (GDR), 33, 1981,
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1.1.3.1 The development of instruction and the
didactics of geography in foreign countries

1. ARMSTRONG, A. - RUSSELL, G.

School Liaison Officers in Planning Departments:
Innovations in Hammersmith and Avon

Teaching Geography, 6, 1981, No. 3, pp. 119-121,
4 photos

The authors describe a project for cooperation between a school and the planning department of the local government. The planning department provides the school with various suitable materials for use in class-work, such as various reports, statistics and slides, which serve as a source of information concerning the locality of the school. The liaison officer from the school entrusted with maintaining these contacts has an important role to play.

2. CATLING, S.

Whither Primary Geography ?

Teaching Geography, 2, 1979, No. 2, pp. 73-76.

The author of the article offers critical comments on a report concerning the state of primary education in Britain, which was published in 1978, and in this context concentrates on geography teaching. He comes to the conclusion that in primary school geography instruction does not have the required continuity and is fragmented. The author also makes critical comments on the suggestions made in the report concerning improvements on the existing situation.

3. CRACKNELL, R.

Putting Geography Back into the Primary School Curriculum: Wasn't John Dewey Right?

Teaching Geography, 4, 1979, No. 3, pp. 115-117.

The author discusses problems concerning geography instruction in Junior Schools (for 7- to 11-year-olds). He comes to the conclusion that the existing poor quality of geography instruction in this type of school is due among others to the fact that many teachers do not have the require level of education, school authorities are not as well informed on the importance of geography as they should be and also there is a lack of sufficient time. The only way to improve the situation is to convince responsible bodies of the importance of a geographical education in the modern system of sciences, its place in education in general and especially in primary school.

4. DEGEN, I. - HERZOG, I.

Methodische Vielfalt bei der Kontrolle - Anregungen aus dem Geographieunterricht der UdSSR (The methodological variability of inspection - Ideas provided by geography instruction in the USSR)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 5, pp. 236-240. Tab.1, lit. 6.

The article deals with those Soviet experiences which can be positive for geography teaching in the schools of the German Democratic Republic. Soviet specialists in the methodology of geography instruction base their work on specific theoretical postulates which are described. The German authors of the article recommend various methods of inspection on the basis of examples taken from Soviet sources.

5. DOMACHOWSKI, R.:

Program nauczania geografii w Socialistycznej Republice Rumunii (The geography curriculum in the Socialist Republic of Rumania)

Geografia w Szkole, 24, 1981, No. 4, pp. 178-179.

At present basic school in Rumania takes 10 years. An extension of school attendance to 12 years by the year 1990 is being prepared. Geography will be taught from the 5th class to the 12th class. The author cites a survey of the curriculum and the number of lessons devoted to geography in each class.

6. GERBER, R.:

Young Children's Understanding of the Elements of Maps
The Teaching of Geography, 6, 1981, No. 3, pp. 128-133.
Tab. 17, fig. 5, lit. 8.

In the article the author submits the findings of a research project which studied 80 children aged 6-8 years, who attend primary school in the Australian city of Brisbane. In work with maps some basic skills are very important, such as estimating distances, direction, having a spatial imagination, etc. The author examines the extent to which these skills can be mastered by youngest children in primary school. A large number of tables are cited which show how pupils in various classes were able to master some of these skills. In conclusion the author shows that for pupils aged 6 to 8 years the above cited simple skills should first be taught before work with a map is begun.

7. HAHNS, S.

Für eine bessere Qualität der Bildung und Erziehung
in Geographieunterricht (For improving the quality
of education and teaching in geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 4,
pp. 170-171.

A report concerning a conference of geography teachers where M. Brauer spoke about the results achieved in teaching and education in the course of geography instruction in Leipzig and also about the most important tasks for the future in this context. After M. Brauer's paper, six different geography teachers participated in the discussion. The most interesting was the discussion of E. Schönmeier concerning the Party commitment of education, which was accompanied by various examples.

8. HÄUPLER, V.:

K 100. výročí narození M.N. Baranského (At the occasion
of the 100th anniversary of the birth of M.N. Baranskiy)
Sborník Československé geografické společnosti, 86,
1981, No. 3, pp. 177-188.

This article is devoted to an important anniversary of one of the classics of Marxist socio-economic geography. The author acquaints readers with his biography and with the work Baranskiy did in economic geography. He also recalls his contribution in the creation of a modern concept of teaching economic geography.

9. HELLENS, R.:

Geography Teaching in Japanese Schools

Teaching Geography, 2, 1979, No. 2, pp. 88-90.

In the introduction the author provides general information on the Japanese school system. Next he provides information on the geography curriculum in various types of schools. These curricula essentially do not contain any fieldwork, but on the other hand secondary school students participate in costly excursions to distant parts of the world. In conclusion the author describes the course of geography instruction in some Japanese schools and comes to the conclusion that a frontal type of instruction predominates. Typically, the pupils are highly disciplined.

10. HICKS, D.:

The Contribution of Geography to Multicultural Misunderstanding

Teaching Geography, 7, 1981, No. 2, pp. 64-67. Tab. 33.

The author criticizes geography textbooks used in British schools, which are also attended by the children of immigrants from former British colonies. He cites examples from textbooks, which still reflect colonial attitudes, a subconscious racism and underestimating the "coloured" populations of Third World countries. With some exceptions, whenever poverty, malnutrition, population problems, low productivity in agriculture etc. are mentioned, the blame is never placed on centuries of colonialism, but rather these factors are considered to be "the essence" of Third World countries, i.e. the consequence of a shortage of water, poor crops, lack of interest among people, disease, etc. Also in Great Britain poverty among immigrants is ascribed to a poor knowledge of the

language, differences in culture, poor housing, insufficient education, unemployment, etc. This critical assessment is accompanied by a survey of the textbooks in question.

11. JACOB, G.:

Entwicklung, gegenwärtiger Stand und Perspektive der Geographie in der DDR (The development, present state and future outlook of geography instruction in the GDR; Geographische Bericht, 26, 1984, No. 101, pp. 197-208. 5 photos.

The article is a shortened version of a paper presented by the former chairman of the Geographical Society of the GDR at the 113rd Geographical Congress of the GDR, which was held on May 11th 1981 in Leipzig. Only one part of the report concerns the didactics of geography, which concentrates on methodological problems of geography instruction and the status of geography in the educational system. The author comes to the conclusion that in recent years methodology has become more important due to the work done by various departments of methodology at various institutions of higher learning and also at the Academy of Pedagogical Sciences. Also the Society of School Geographers has made its contribution to this progress. Work has mostly concentrated on writing new textbooks and manuals for teachers, as well as various handbooks. Commitment to the policy of the Party, a scientific approach and concentration on problems of every-day life are typical for this work. For the future, cooperation between experts of various fields should further improve; also further work concerning the subject-matter of political and economic geography in the study of economics is needed.

12. JONES, D.:

Subject Integration: Geographers Need Not Be Defensive!
Teaching Geography, 4, 1979, No. 3, pp. 113-115. 2 tabs.

The problem of so-called integrated subjects is very timely in Great Britain. The author cites the arguments of those who are against subject integration, and places special stress on a clarification of the positive aspects of introducing integrated subjects into the school curriculum. The experiences of a secondary school which has been teaching integrated subjects for a period of three years are described. Some problems with the time-table tend to develop, but on the other hand pupils have closer contacts with their teachers. The geography teacher has approximately the same scope for his subject within ^{the} framework of ^{the} integrated subject as he has previously, when geography was an independent subject.

13. JEMP, R.:

Teaching Strategies for the Less Able

Teaching Geography, 5, 1979, No. 2, pp. 52-54. 2 figs.

The author deals with problems of geography instruction in Comprehensive Schools, which are not selective schools. He stresses the need for adequate presentation of the subject-matter taught, especially for less able pupils. He also describes the characteristics of such pupils, which include a lesser ability to concentrate, weaker analytical thinking, etc. In conclusion, methodological approaches used in a single geography lesson are described and analysed.

14. KOELSCH, W.A.:

Better Than You: The Rating of Geography Departments in the United States, 1924-1980.

Journal of Geography, 80, 1981, No. 5, pp. 164-169. 1 tab.

Since 1924 a rating of geography departments in American universities offering doctor's degrees in geography has been published annually. The author in this survey cites rating for the years 1924, 1934, 1957, 1961, 1964, 1969 and 1980. It becomes clear that in the course of 56 years the number of universities offering doctoral work and degrees in geography has greatly increased. The author offers critical comments, but also comes to the conclusion that the quality of instruction, as well as the number of post-graduate students has greatly increased. He also deals with other ratings and recommends that by C.W. Thornthwait.

15. KONDAKOV, A.M.:

Prepodavanie geografii v shkolakh mezhdunarodnogo bakalavriata (Geography teaching in international schools offering bachelor's degrees)

Geografia v shcole, 48, 1981, No. 5, pp. 56-57, 77.

In the West there are schools where pupils from different countries study. They are a specific type of secondary school. The first such school was founded in the fifties and in the sixties they became widespread, when the Organisation of International Baccalaureates was founded in Geneva under the auspices of UNESCO. These schools are financed by various organisations and are supervised by an International Council. In them, international cooperation in education and teaching of youth from various, especially developing countries is implemented. The

author himself taught at such a school in the period 1977-1978 in Australia in New South Wales. The school functioned on the basis of entrance examinations and graduates were essentially assured of acceptance to selected universities. The work of the schools is similar to the work of colleges in Great Britain. Students are able to choose the subjects they study, which are divided into majors and minors. A student must choose 6 (7) subjects, of which 3 (4) are majors and 3 (4) are minors. Degrees are awarded to those who obtain the necessary number of points for examinations. The author provides more detailed information on the geography curriculum of these schools which includes cartography, human geography, regional geography, skills in quantitative geography and field studies.

16. KOVALEVSKAYA, M.K. - MATRUSOV, I.S.:

O dalneyshem sovershenstvovanii shkol'noy geografii
(Concerning the further improvement of school geography)

Geografiya v shkole, 46, 1981, No. 1, pp. 22-26.

New teaching syllabi and new textbooks have been developed for geography instruction by a team of teachers who are specialists in the didactics of geography and its teaching methodologies. Their purpose is to improve the quality of geography instruction and their work is divided into three sections: an introductory, basic and specialized and finally elective section. The first deals with elementary natural phenomena, the basic phenomena of non-living nature, living nature, the planet Earth, the planets and the solar system. In the 5th to 7th classes physical geography is taught, basic knowledge concerning the spheres of the Earth, relations between them and the na-

tural characteristics of various territories; on this basis pupils learn basic terms in physical geography and geology. The author also deals with the importance of geography for the ecological education of pupils.

Economic geography in the 8th and 9th classes deals with the properties^{and} specific aspects of the national economy of the USSR, as well as that of other countries. Stress is placed on economic and socio-political aspects of various countries, as well as regions and cities. The special problems of cartography, geology, economics and other problems are the subject-matter of elective courses. The syllabus requires proceeding from the simple to the more complex, from the easy to the more difficult, while at the same time stressing independent work by pupils which will make the transition to secondary school easier for them. Also polytechnical principles are stressed, as well as the regional principle, practical field work and varied excursions, where theoretical and practical aspects of various problems can be combined and a dialectical and materialistic world-view developed. This, however, requires that teachers improve their theoretical and didactical preparations for lessons. The author also discusses various alternatives in the restructuralisation of school geography and its curriculum within Soviet schools. This restructuralisation concerns above all interdisciplinary relations and the modernization of instruction, especially in connection with the development of the national economy, the forming of specialized skills connected with geography, increased attention to geo-physics, geo-chemistry, economic geography, mathematical geography and space geography. Another important task is to achieve the same quality of instruction in secondary schools

and in apprentice training centres, as well as further developing differentiation as far as mandatory and elective courses are concerned.

17. MAKSAKOVSKIY, V.P.:

Shkolno-geograficheskoye obrazovaniye v Yaponii

(School geography education in Japan)

Geografiya v shkole, 48, 1981, No. 6, pp. 53-55. 1 fig.

The author of the article, who is a professor at the V.I. Lenin State Pedagogical Institute in Moscow, participated in the 24th International Congress of Geographers which was held in Japan, in the section devoted to geography teaching and instruction. He first provides a brief survey of education and the school system in Japan, where children begin school at 6 years of age. Primary school takes 6 years and from there children go on to the first level of secondary school (from the 7th to 9th classes). Mandatory school attendance is represented by these 9 classes. Secondary school is not mandatory, but the majority of young people attend; it takes 3 years and after its completion, pupils take school-leaving examinations. After secondary school, graduates either enter the job market or continue to study at an institution of higher learning. 99 % of all primary schools and 97 % of all secondary schools are state schools. Rich parents can send their children to private schools. Marks are based on a scale of 1 to 5 or 6. Classes have an average of 40 children. The author also provides information about geography teaching in primary and secondary schools.

18. MANSON, G.:

Notes on the status of geography in American schools
Journal of Geography, 80, 1981, No. 7, pp. 244-248.
4 tabs., 2 figs.

The author discusses the status of geography in American schools. He especially examines the teaching of regional geography and world geography in high schools and finds that this status greatly differs as far as the number of lessons devoted to these subjects are concerned; in some schools students can replace geography with history. Comments on the objectives of geography instruction are made and special attention is devoted to geography in Texas schools. Objectives are analysed on the basis of the textbooks in use in 1979 and 1980.

19. MARSDEN, W.E.:

The German Geography Curriculum Project
Teaching Geography, 4, 1979, No. 3, pp. 128-130. 1 fig.,
2 tabs.

The author acquaints readers with the project of a new geography curriculum for schools in the Federal Republic of Germany. The whole project is the outcome of a thorough preparatory period. A survey of various teaching syllabi within the framework of the curriculum is also given. 8 project groups throughout Germany have prepared the outlines of teaching units which are related to one of more topics. In conclusion the author briefly compares this new German project with similar projects in the USA and in Great Britain.

20. RAUM, B. - SCHLIMME, W.:

Unterrichtshilfen Geographie Klasse 10 (A helpful book for geography instruction in the 10th class)

Berlin, Volk und Wissen, 1978, 176 p.

Review: Sperling, W.:

Geographie im Unterricht, 6, 1981, No. 2, p. 83.

A handbook for geography teachers in the GDR provides help to teachers in the course of introducing the new curriculum into schools. First, education towards achieving an understanding of socialist economic integration is stressed and interdisciplinary relations with the teaching subjects history and civics are underlined. Then a table which provides a survey of which teaching aids to use with which topics is provided. An essential part of the book is devoted to the structure of various topics on the basis of an outline which includes the following: repetition of previously learnt subject-matter, motivation, determining problems, their development, providing a summary, exercises, homework. Lessons devoted to summaries and repetitions are dealt with separately.

21. SELKIRK, K.:

The Mathematical Content of Some Recent Geography Books for the 11-16 Age-Group

Teaching Geography, 6, 1981, No. 4, pp. 181-184. 5 figs.

The author analyses three series of geography textbooks from the point of view of their mathematical content. He focuses his attention on assessing the difficulty of the mathematics from the point of view of the students and the suitability of introducing correlation computations concerning various phenomena into textbooks for 15-16 year-old students. One such example is analysed in detail.

22. SMITH, C.J.:

Learning A-Level Geography

Teaching Geography, 4, 1979, No. 3, pp. 132-133.

The author of the article is a secondary school student, who has just completed a geography course in the final two years of secondary school. She first acquaints the reader with the curriculum of the course, which included physical geography, population geography and regional geography. Practical fieldwork was also part of the course. She offers critical, as well as humorous comments on some of the problems she and her classmates encountered in the course of studying geography, which included worries about the right textbooks, a lack of time and a lack of aids in the course of fieldwork, etc. In conclusion the author calls on school administrators to assure the publication of good textbooks, which would especially deal with problems of third world countries.

23. SMITH, J.P.:

A New Summons: Earth Science Education in the People's Republic of China

Science Education, 65, 1981, No. 1, pp. 79-85. Lit. 20.

If China is to carry out its objective of becoming a modern and strong socialist country by the year 2000, it must educate large numbers of scientists and technicians. The author visited China and describes the development of its school system. From the age of 3 months to 3 years children attend crèches with day-care, then they attend kindergartens which are often of the boarding school type, where children go home for the weekend and come back on Monday. Primary and secondary schools are 5 years each, the primary level educates children from 7 to 11 years and se-

2
condary schools pupils aged 12 to 17 years. Secondary school is divided into a junior level (for 3 years) and a senior level (2 years). In rural areas not all children attend secondary school and some attend only the junior level. But in urban areas the large majority obtain a full secondary education. Graduates of the senior level of secondary school can apply for study at an institution of higher learning. In 1979, 4 million applied, but only 270 000 were accepted on the basis of entrance examinations. The importance of secondary technical and agricultural schools is greatly stressed. Geology is among the subjects studied in an intensive manner at institutions of higher learning. A new Chinese Science and Technology University has been founded, which is attached directly to the Chinese Academy of Sciences. Geology departments are found in 14 Chinese universities and there are 4 geology institutes and 10 secondary geological schools. In the course of the last 20 years Chinese schools have produced over 20 000 trained geologist. Large differences exist in the equipment available to various schools. The author also provides detailed information on the geography curriculum in secondary schools.

24. ŠUPKA, J.:

Sovětské učebnice geografie pro 5. - 9. ročník základní školy (Soviet geography textbooks for the 5th to 9th class of basic school)

Přírodní vědy ve škole, 33, 1981/1982, No. 2, pp. 78-79.

The article contains samples of teaching syllabi for geography teaching in the USSR and also samples from textbooks which are available to pupils. Pupils become acquainted with elementary knowledge in the 1st to 4th classes within the framework of the teaching

subject nature studies. Geography is a separate teaching subject from the 5th to 9th class. According to the curriculum, physical geography is taught in the 5th class, the geography of the continents in the 6th class, the physical geography of the USSR in the 7th class, the foundations of the economic geography of the USSR in the 8th class and the economic geography of the most important foreign countries in the 9th class. The author also provides a survey of textbooks used in the 5th to 9th classes, which he assesses both from a didactical and a geographic point of view. All these textbooks were published in 1976 and represent a valuable source of information and education.

25. WILLIAMS, M.:

Inactive Heads of Geography Departments ?

Teaching Geography, 7, 1981, No. 1, pp. 21-23. 4 tabs.

The author sent questionnaire to 308 schools in England, Wales and Scotland concerning the present state and quality of geography instruction. The first surprising conclusion is that the heads of geography departments seem to be neglecting their duties and that their activity is far below what they are capable of. The author provides 4 good tables which show for instance that the professional activities of teachers outside the schools are minimal or even non-existent. Also in school, contacts with parents are neglected, very few teachers are members of scientific societies, etc. Geography teaching lacks flexibility and tends to be too rigid. The causes, in the author's opinion, are the personal characteristics of many teachers and especially heads of departments.

1.1.6 The tasks and the significance of the didactics of geography

26. RAUCHFUSS, D.:

Geographie als politische Bildung - Ende der Fachdidaktik Geographie ? (Geography as political education - The end of specialized didactics of geography ?)

Geographische Rundschau, 33, 1981, No. 1, pp. 27-33.
Lit. 72.

Comments concerning a university textbook written by a group of authors from Oldenburg, which describe the contemporary dissolution of geography in political, sociological and economic education. The author defends geography as a special field which contrasts with purely political education and rejects the one-sided abandonment of the didactics of geography.

1.1.8 School geography

27. BRAŠEC, F.:

Regionálne prvky, ich postavenie a uplatnenie vo výuke zemepisú (Regional elements, their status and implementation in geography instruction)

Přírodní vědy ve škole, 31, 1979/1980, No. 7, pp. 276-277.

One of the basic demands made upon the new concept of teaching and education in basic school, in the author's opinion, is an understanding on the part of the teacher of the relations which exist between learning and the abilities of pupils to independently solve actual tasks. This difficult task

can be fulfilled on the basis of using rational modern teaching procedures. In seeking them, an important aid exists, which has not been sufficiently appreciated - the use of the regional principle. If a teacher will cease to consider this principle as merely a simple procedure in which instruction proceeds from the near to the distant, then he will find that this principle can contribute to the forming of models (industries and/or territorial units), as well as the forming of generalized knowledge concerning the landscape and solutions to problems of the relation between the environment and the socio-human factor of human society. In the second part of the article the author deals with regional elements as important didactical factors in the use of various teaching methods, especially in the upper classes of basic school.

28. VISKUPIČOVÁ, J.:

Skúsenosti z vyučovania podľa experimentálnych osnov zemepisu základnej školy (Experiences with teaching according to the experimental teaching syllabus for geography in basic school)

Přírodní vědy ve škole, 31, 1979/1980, No. 7, pp.319-320.

On the basis of the author's own experiences, gained in the school year 1973/1974 in the course of the experimental verification of the new concept of geography teaching, this article cites the positive and negative aspects of the experiment and also comments on what teaching media to use to achieve stated objectives.

1.1.9 Bibliography and information sources

29. BIČIK, I. - OBERMAN, A.:

Asie (Asia)

Praha, Státní pedagogické nakladatelství 1980. 294 p.

Review: Trávníček, D.

Sborník Československé geografické společnosti,
86, 1981, No. 3, pp. 242-243.

30. BURZYŃSKI, R.:

Wisła dziś - jutro (The Wistula river today and tomorrow)

Warszawa, WSiP 1977. 123 p.

Review: Stęchły, J.A.W.

Czasopismo geograficzne, 52, 1981, No. 3,
pp. 345-347.

Everything about the most important river in Poland - its history, present problems and future. This handbook is accompanied by 45 photographs.

31. CARTER, H.:

Einführung in die Stadtgeographie (A introduction to urban geography)

Berlin/Stuttgart 1980, 424 p.

Review: Hůrský, J.

Sborník Československé geografické společnosti,
86, 1981, No. 4, p. 333.

32. DENIS, Z.E.:

Metodologiya i metodika sotsialno-ekonomogeografi-
cheskich issledovaniy (The methodology and methods
of social and economic geographical research)
Riga, Zinatuz 1980, 260 p.

Review: HÄufler, V.

Sborník Československé geografické společnosti,
86, 1981, No. 2, pp. 145-146.

33. PRIČOVÁ, H.:

Základy všeobecné didaktiky geografie (The foundations
of the general didactics of geography)
Bratislava, Státní pedagogické nakladatelství 1980.
264 p.

Review: Herber, J.:

Přírodní vědy ve škole, 33, 1981/1982, No. 4,
p. 160.

34. GEMBEL, A.:

Uzupełnienie bibliografii prac o Eugeniuszu Romerze
(A supplementary bibliography on E. Romer)
Czasopismo Geograficzne, 52, 1981, No. 1, pp. 92-93.

The bibliography of the works on geography by
E. Romer, prepared by L. Hertz, is here supplemented
with another 15 items.

35. Hamak Geographischer Atlas

Gotha/Leipzig, VEB Hermann Hamak 1979. 336 p.

Review: Mudrých, Z.

Sborník Československé geografické společnosti,
86, 1981, No. 4, p. 336.

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36. HERZ, K. et al.:

Analyse der Landschaft (An analysis of the landscape)
Gotha/Leipzig, VEB Hermann Haack 1980. 152 p.

Review: Demek, J.

Sborník Československé geografické společnosti,
86, No. 4, p. 325.

37. IVANIČKA, J.:

Prognóza ekonomicko-geografických systémov
(A forecast of economic and geographical systems)
Bratislava, Alfa 1980, 275 p.

Review: Mištera, L.

Sborník Československé geografické společnosti,
86, No. 4, pp. 329-331.

38. KACZMAREK, J.:

Na Podlasiu (At a forestry enterprise)
Warszawa, WSiP 1980

Review: Czarnowski, A.

Geografia w Szkole, 34, 1981, No. 5, pp. 237- 238.

Another handbook (the second by the same
author) published in the series "Geographical hand-
books", which will enhance the knowledge of every
geography teacher in regional geography.

39. KNIRSCH, R.R.:

Die Erdkundungswanderung. Theorie und Praxis einer aktivierenden Lernform für Unterricht und Freizeit
(Hiking to learn about the country. The theory and practice of an activating form of learning for school and for leisure-time)

Paderborn, Ferdinand Schöningh 1979. 148 p.

Review: Fuldner, E.

Geographie im Unterricht, 6, 1981, No. 12, 549 p.

Hiking can acquaint participants with the technique of using maps and also various assignments can be given. The author also discusses aspects which interest physical education teachers, psychologists and educators; also the legal aspects of going hiking with pupils is analysed. He stresses the need to assess what has been learnt during the excursion while it is still in progress, as well as afterwards. An important contribution to fieldwork with pupils.

40. KUCK, H.:

Theorie des zielorientierten Geographieunterrichts
(The theory of aim orientated geography instruction)

Köln, Aulis Verlag Deubner 1980. 205 p.

Review: Wagner, H.

Geographie im Unterricht, 6, 1981, No. 4, p.180.

A doctoral thesis concerning education towards a correct attitude to the environment. The author stresses the need for pupils to combine learning with independent study.

41. KREUZER, G. (editor):

Didaktik des Geographieunterrichts (The didactics of geography instruction)

Hannover, Schroeder 1980. 407 p.

Review: Volkmann, H.:

Geographische Rundschau, 33, 1981, No. 2, p.77.

A book by a team of authors which in 19 chapters provides a survey of the didactics of geography. It contains among others a chapter on the relation between specialized didactics on one hand and the science of education on the other, the development of various areas of instruction, psychological aspects, the main principles of instruction (Kreuzer), the role of the mass communication media, work techniques and geography teaching in foreign countries (Sperling). Some of the chapters are written for students. Many now obsolete opinions are presented and the authors often introduce very nebulous or mistaken definitions. The bibliography is extensive and well organized, but the information it provides is incomplete. As a whole, the book does not provide any practical help to teachers.

42. LICIŃSKA, D.:

Organizacja pracy na lekcjach geografii (The organization of work in geography lessons)

Warszawa, WSiP 1979, 139 p.

Review: Flis, J.:

Geografia w Szkole, 34, 1981, No. 4, pp.186-188.

A critical assessment of a new methodological handbook for teachers which stresses the book's various shortcomings.

43. ŁOMNIEWSKI - ZALESKI - ŻMUDZIŃSKI:

Morse Arktyczne (The Arctic sea)

Warszawa, PWN 1979, 458 p.

Review: Szukalski, J.:

Czasopismo Geograficzne, 52, 1981, No. 1, pp.95-96.

The third in a series of monographs concerning the seas. Each of the three authors deals with his own specialization. They include:

1. A general characteristic of the Arctic sea
2. A bibliography on the Arctic sea
3. Economic activities in the Arctic sea.

44. LÖTTIGERS, R.:

Länderkursberichte und Länderberichte in Geographieunterricht (Brief surveys and surveys of various countries)

Köln, Aulis Verlag Deubner und Co. KG 1981. 131 p.

Review: Wagner, H.:

Geographie im Unterricht, 6, 1981, No. 6, pp. 456-457.

Teachers have a constant need for information to update their teaching material. This book provides especially statistics concerning 80 different topics, organized on the basis of comparisons. It does not, however, cover maps and other forms of geographical information.

45. Nové faksimile Komenského mapy Moravy (A new

facsimile publication of Comenius map of Moravia)

Prague, Odeon 1980

Review: Zapletal, Z.:

Sborník Československé geografické společnosti, 86, 1981, No. 2, pp. 151.

47. PIASECKA, J.E.:

Spis najnowszej polskiej literatury geograficznej

(A bibliography of the most recently published Polish geographical literature)

Czasopismo Geograficzne, 52, 1981, No. 1, pp. 113-123, No. 2, pp. 257-264, No. 3, pp. 367-375.

Each of the above cited issues of the journal contains a bibliography of the most recent geographical literature published in Poland, with the following classification of the geographical sciences:

1. Physical geography
2. Economic geography
3. Historical geography and the history of geography
4. Regional geography
5. Cartography
6. Miscellaneous.

48. PYDZIŃSKI, B. - ZAJAC, S.:

Klimatologia w szkole (Climatology in school)

Warsaw, WSiP 1981, 133 p.

Review: Batorowicz, Z.:

Geografia w Szkole, 34, 1981, No. 4, pp.188-190.

A very well-written manual for teachers concerning climatology.

49. RAKOWSKI, W.:

Uprzemysłowienie i proces urbanizacji (Industrialization and the urbanization process)

Warsaw, PWE 1980. 200 p.

Review: Berezowski, S.

Czasopismo Geograficzne, 52, 1981, No. 2, pp. 239-240.

The book stresses the nexus between industrialization and the building of new housing.

50. RIEDLOVÁ, M. - DEMEK, J. - PECH, J.:

Úvod do studia geografie a dějin geografie (An introduction to the study of geography and the history of geography).

Prague, Státní pedagogické nakladatelství 1980, 159 p.

Review: Vaniš, J. - Rubín, J.

Sborník Československé geografické společnosti, 86, 1981, No. 3, pp. 237-239.

51. RICHTER, H.:

Geographische Aspekte der sozialistischen Landeskultur (Geographical aspects of a socialist cultural landscape)

Gotha/Leipzig, VEB Hermann Haack 1979. 103 p.

Review: Demeš, J.

Sborník Československé geografické společnosti, 86, 1981, No. 4, pp. 324-325.

52. RUBÍN, J.:

Nový časopis pro školskou geografii (A new journal for school geography)

Sborník Československé geografické společnosti, 86, 1981, No. 3, pp. 224-225.

Information concerning the publication of a new journal called *Geographie heute*, which concentrates on school topics, teaching media and teaching aids used in geography instruction in all types of schools. The journal began publication in October 1980, by the Friedrich publishers. It has an excellent didactical and professional quality, as well as excellent lay-out and quality of printing.

53. SEVERA, E.:

Geografická periodika v roce 1980 (Geographical periodicals in 1980)

Sborník Československé geografické společnosti, 86, 1981, No. 4, pp. 308-311.

A list of geographical periodicals published in various countries in 1980. The author supplements the list with the names of the newest periodicals and the names of four of the most extensive international geographical bibliographies.

54. BROKOWSKI, S.:

Z krainy Czarnego Krzyża (From the country of the Black Cross)

Olsztyn, Pojezierze 1980. 148 p.

Review: Beresowski, S.

Czasopismo Geograficzne, 52, 1981, No. 3, pp. 347-349.

A history and geography of Eastern Prussia with an introduction by Srostakowska concerning the life and work of the author.

55. STŘÍDA, M. - VANÍČKOVÁ, V.:

Československá geografická literatura v roce 1980 (Czechoslovak geographical literature published in the year 1980)

Sborník Československé geografické společnosti, 86, 1981, No. 3, pp. 202-222.

A bibliography of geographical literature published in 1980. The authors divide their material into two sections: 1. General geography and 2. Regional geography of Czechoslovakia, which is further divided into general, physical, social and regional geography.

36. TANNER, G. - SCHOLZ, E. - JÄNCKEL, R.:

Einführung in die Kartographie und Luftbildinterpretation

(An introduction to cartography and the assessment of aerial photographs)

Gotha/Leipzig, VEB Hermann Haack 1980. 238 p.

Review: Sperling, W.

Geographie im Unterricht, 6, 1981, No. 12,
p. 542.

This book on cartography differs from others by the fact that it includes an explanation of the assessment of aerial photographs and an improved presentation of its material in comparison to other books published in the series *Geographie für Lehrer*. In the opinion of the authors of the book, cartography and aerial photography are very important subjects of study for students of the upper grades, since they support abstract thought. The authors also systematically describe the optical and technical instruments produced by VEB Carl Zeiss in Jena and provide examples of assessing aerial photographs which can then be compared to a school atlas.

37. VOTRUBEC, O.:

Lidské sídla, jejich typy a rozšíření ve světě

(Human settlements, their types and distribution throughout the world)

Prague, Academia 1980, 396 p.

Review: Hráský

Šborník Československé geografické společnosti,
86, No. 4, pp. 331-332.

58. Vreckový atlas světa (A pocket world atlas)

Prague, Kartografie, n.p. 1980. 68 p.

Review: Anděl, J.

Sborník Československé geografické společnosti,
86, 1981, No. 3, pp. 243-244.

59. VYSKOČIL, J. et al.:

Ochrana a tvorba životního prostředí (The conservation
and forming of the environment)

Brno, Lékařská fakulta UJEP 1980

Review: Demek, J.

Sborník Československé geografické společnosti,
86, 1981, No. 3, p. 239.

1.2.1 The ideological and political basis of instruction

60. RAUM, B.:

Geographieunterricht und sozialistisches Gesichts-
bewusstsein (Geography instruction and the forming
of a socialist awareness)

Zeitschrift für den Erdkundeunterricht, 33, 1981,
No. 4, pp. 129-139. 5 figs., lit. 45.

Also geography instruction contributes to the forming of a socialist awareness, as do all teaching subjects. The article concerns fundamental manifestations of socialist awareness and the aims of its formation, as well as the aims and content of geography instruction; it points to three specific ways in which it is possible to achieve these aims. One such means is a comparison of the development of different territories. The Author's theoretical postulates are

supplemented with various examples, as well as diagrams and graphs concerning the socialist and the developing countries. In conclusion a summary of the problem is provided.

1.4.2.1 The political education work done by geography teachers in school and for the public. Hobby club activities of youth, cooperation with the Young Pioneer organization of the Socialist Union of Youth and the SUY.

61. HERBER, V.:

Celostátní kolo studentské vědecké konference v geografii (The state-wide round of a student scientific conference on geography)

Sborník Československé geografické společnosti, B6, 1981, No. 1, pp. 62-63.

A brief summary of the outcome of a state-wide round of a student scientific conference on geography, which was organized by the local chapter of the Socialist Union of Youth of the Faculty of Natural Science of the J.E. Purkyně University in Brno from 2nd to 4th July, 1980.

1.4.2.2 Professional activities of geography teachers in the community. Regional research, cooperation with local museums, civic and tour guide activities. Activities in various societies, participation in congresses and seminars, etc.

62. DEMEK, J.:

Šedaf sjezd Geografické společnosti SSSR ve Frunse 1980
(The seventh congress of the Geographical Society of the USSR, held in Frunse in 1980)
Sborník Československé geografické společnosti, 86, 1981, No. 2, pp. 81-86.

Information on the 7th Congress of the Geographical Society of the USSR, which was held from September 22nd to 27th, 1980 in the capital of the Kirgiz Soviet Republic, in the city of Frunse. One section of this Congress was devoted to an improvement of geography instruction in secondary schools and institutions of higher learning and also methods for improving the effectiveness and quality of making geographical knowledge available.

63. DEMEK, J.:

Třetí kongres geografů NDR v Lipsku 1981 (The IIIrd Congress of Geographers of the GDR, held in Leipzig in 1981)
Sborník Československé geografické společnosti, 86, 1980, No. 4, pp. 311-313.

The article describes the course of the 3rd Congress of Geographers of the G.D.R., which was held on May 11th to 13th 1981 in Leipzig under the auspices of the Geographical Society of the G.D.R.

64. DEMEK, J.:

Zpráva o činnosti ČSGS v období mezi 14. a 15. sjezdem
(A report on the activities of the Czechoslovak Geo-
graphical Society between its 14th and 15th Congresses)
Sborník Československé geografické společnosti, 86,
1981, No. 4, pp. 318-321.

A detail report on the activities of the So-
ciety in the period cited in the title.

65. DEMEK, J. - NOVÁK, V.:

15. sjezd ČSGS v Brně 1981 (The 15th Congress of the
Czechoslovak Geographical Society in Brno in 1981)
Sborník Československé geografické společnosti, 86,
1981, No. 4, pp. 359-365.

A very detailed report of the papers and pro-
ceedings of the 15th Congress of the Czechoslovak
Geographical Society, which was held in Brno between
July 7th and 11th 1981. 284 geographers participated;
of this number 202 were members of the Czech society,
65 members of the Slovak society and 14 were from
foreign countries (the GDR, USSR and Poland).

66. FINGERLAND, K. - HONRÁDOVÁ, V.:

Předmětová komise zo zeměpisu a biologie (Committee
for the teaching subjects of geography and biology)
Přírodní vědy ve škole, 32, 1980/1981, No. 8, pp.316-317.

Committees for various teaching subjects are
one of the forms which can make a significant contri-
bution to improving the process of instruction. In
these committees, teacher are able to learn from the
experience of others and thus improve their own work.
The authors here acquaint the reader with the acti-
vities of such a committee for the natural sciences
in the West Slovakian region. They describe the com-

mittee's plan of activities, how the plan was drawn up and what its objectives are. Specific examples of the committee's work in the course of two months are described in detail. This form of work also helps to overcome differences in the quality of instruction available in different schools.

67. FLIS, J.

Seminarium dydaktyki i popularyzacji astronomii

(A seminar on the didactics and popularisation of astronomy)

Geografia w Szkole, 34, 1981, No. 3, p.443

In the town of Mogilani near Krakow a seminar was held on March 6th to 8th 1981 on the didactics and popularisation of astronomy. A total of 13 papers were presented and it was decided to hold such seminars twice a year.

68. PRIČOVÁ, H.:

Celostátní konference o školské geografii

(A state-wide conference on school geography)

Přírodní vědy ve škole, 31, 1979/1980, No. 7, pp. 278-279.

Report on a conference held within the framework of the IIIrd seminar of Czech-Slovak friendship which was held on September 21st, 1979 in Stará Myjava. The subject of the conference was "The implementation of a project for the further development of the Czechoslovak teaching and education system in schools of the primary and secondary level." The article contains among others, the main ideas of the papers presented, as well as those heard in the discussion at the conference.

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69. GŁOBEK, J.:

Sesja PTG w XIX rocznicę śmierci prof. S. Srokowskiego
(A colloquium of the Polish Geographical Society
at the occasion of the 30th anniversary of the death
of prof. J. Srokowski)

Czasopismo geograficzne, 52, 1981, No. 1, pp. 107-108.

On September 20th, 1980 the Polish Geographical Society held a colloquium in Srokw in the Olstyn region, to commemorate the 30th anniversary of the death of an outstanding Polish geographer. His name was given to a local school during a commemorative meeting.

70. HAVERLAHT, M.:

XXIV. Mezinárodní geografický kongres v Tokiu

(The 24th International Geography Congress in Tokyo)
Přírodní vědy ve škole, 32, 1980/1981, No. 6, pp. 239-240.

A report on the week-long deliberations of geographers from all over the world, which was held in August 1980 in Tokyo. The aim of the Congress was to survey the progress made by geography during the last four years. (The 23rd Congress was held in 1976 in Moscow). Papers were presented in 12 different sections and in the course of three plenary sessions, public lectures and panel discussions. The course of the congress itself was more of an informative nature. Besides papers with a very specific content, also methodological and theoretical papers were heard. In the section on geographical education some of the papers presented were very timely. They included: New knowledge concerning geography instruction, Analytical studies in geography, The role of maps and atlases in instruction, Language in geography, The education of geography teachers, etc. In this context

it was also possible to visit a Japanese school. Czechoslovakia was represented within the framework of an exhibition of geographical literature and cartography with the new Atlas of the Slovak Socialist Republic and a collection of papers by the Geographical Society and departments of geography at institutions of higher learning. Among the 748 participants in the Congress were a group of 11 Czechoslovak geographers, who presented a total of eight papers and four were in various presidiums. The Congress elected prof. A.L. Mabogunje from the University of Ibadan in Nigeria as the new president of the International Geographical Union. The newly formed ad hoc committee for geographical synthesis will be chaired by the director of the Geographical Institute of the Slovak Academy of Sciences in Bratislava, academician E. Masúr.

71. KELS, P.:

Význam informácií o životnom prostredí v systéme regionálno-geografického učiva na základnej škole

(The importance of information on the environment in the system of regional geography taught in basic school)
Geografický časopis, 33, 1981, No. 3, pp. 304-317.

The article provides information on the experimental teaching of subject-matter concerning the environment within the framework of regional geography in the 7th class of basic school.

The authors of the experiment formulated a hypothesis according to which information concerning the environment presented in regional geography subject-matter, influences the forming of positive and active attitudes towards the environment; an understanding of the components which make up the landscape are important from the point of view of environ-

mental conservations. In the 5th and 6th classes pupils learn very little about environmental conservation, they encounter the problem more fully for the first time in the 7th class in the topic The landscape and the environment. On the basis of questionnaires and the outcome of experimental instruction, the authors found that the pupils in the groups in question are capable of dealing with assignments which had been considered as too difficult or unsuitable for basic school pupils. The experimental instruction clearly influenced learning and the strengthening of specific geographical knowledge in a positive manner. It also increased the interest pupils had in geography and positively influenced the attitudes of pupils towards problems connected with environmental conservation.

72. KONEČNÝ, M.:

Mezinárodní výstava map v Tokiu 1980 (An international exhibition of maps in Tokyo in 1980)

Sborník Československé geografické společnosti, 86, 1981, No. 1, pp. 76-77.

At the occasion of the Congress of the International Cartographical Union which was held from August 26, to September 4, 1980 in Tokyo, an international exhibition of maps was also held. 34 countries participated. The Czechoslovak exposition was composed of 86 map sheets of the new Atlas of the Slovak Socialist Republic. They were admired for their high geographical and cartographic quality.

73. MASAKOVSKIY, V.P. - PANCHESHNIKOVA, L.M.:

Voprosi geograficheskogo obrazovaniya na XXIV mezhdunarodnom geograficheskom kongresse (Problems of geographical education at the 24th International Geography Congress)

Geograf iya v shkole, 48, 1981, No. 3, pp. 32-36.

The 24th International Geography Congress, which was held in 1980 in Japan, had one section devoted to geography education. 39 papers were presented in this section, by delegates from 15 countries. Some important problems concerning the didactics of geography were dealt with, as well as methods used in didactical research and the existing state of geography instruction, its advantages and drawbacks. Also problems of the structure and content of school geography syllabi and curricula were discussed, as well as the results achieved in instruction in different countries and the problems connected with teacher training for geography, especially in Japan, France and the USSR. It was recommended that the teaching of the scientific foundations of geography be strengthened and greater attention be devoted to the theoretical geographical sciences, as well as to regional problems, problems connected with environmental conservation, specific geography-orientated skills and the greater use of psychology in geography instruction. Much attention was also devoted to various modern geographical games and their systematic use in geography instruction.

74. MATRUSOV, I. B.:

O sotrudnichestve sovetskikh i finskikh spetsialistov po voprosam shkol'noy geografii (On cooperation between Soviet and Finnish specialists concerning problems of school geography)

Geografiya v shkole, 48, 1981, No. 2, pp. 43-44.

Thanks to the initiative of the Soviet-Finnish Friendship Society, Soviet and Finnish geography teachers met to discuss problems connected with geography and history instruction in the schools of both countries and with the existing situation in curricula and teaching syllabi. The first such meeting was held in 1973, when a great deal of positive work was done concerning the correction of various items found in the history and geography textbooks and teaching syllabi of both countries. Close cooperation was begun at that time between specialists in didactics from both countries. The 7th seminar of this type was held in Moscow and in Kiev; its purpose was to improve history and geography teaching in both countries. The plenary session of the seminar was held under the auspices of the Academy of Pedagogical Sciences of the USSR. The date and objectives of the 8th seminar were also set.

75. KUCLINSKI, J.:

Konferencja dydaktyczna w Szkole Główniej Planowania i Statystyki (A didactical conference held at the Economics and Statistics University)

Czasopismo Geograficzne, 52, 1981, No. 2, pp. 248-249.

At the occasion of the 70th anniversary of the founding of the Warsaw School of Economics (now called the Economics and Statistics University), a didactical conference was organized on November 11th, 1980,

devoted to geography teaching. The main paper, concerning geography teaching at institutions of higher learning in Poland, was presented by prof. Beresowski and a paper on the educational objectives of geography instruction was given by prof. Olesewski. In conclusion, the conference approved a similar meeting to be held every two years.

76. ^MMOBIUS, S.:

Bericht über das Symposium zum Thema "Zum Inhalt des Geographieunterrichts und seiner Aneignung"

(Report on a symposium on the topic "The content of geography instruction and learning")

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 4, pp. 156-158. Lit. 1

A report which provides a detailed survey of the course of the 13th Symposium on Geography Instruction, which was held in November 1980 in Sellin. The Symposium continued in the tradition formed by such occasions, by dealing with current problems facing geography teachers. Among the most interesting papers presented were those by Schinne on learning, Barth on the further development of teaching methods, Füssler on introductory topics, Hanck on the specific educational opportunities open to geography and Lamascher on education from a psychological point of view.

77. RADZIŁOWSKI, J.:

Dyskusja na temat zmian w programie studiów geograficznych oraz form i programów podyplomowego dokształcania nauczycieli (A discussion on the changes which have occurred in the curriculum of geographical courses and changes in the form and curriculum of teacher post-graduate courses)

Czasopismo Geograficzne, 52, 1981, No. 1, pp. 108-111.

45 foremost Polish geographers met to discuss suggested changes in the geography curriculum. The meeting was held on December 1st, 1979 in Warsaw.

78. ROŚCISZEWSKI, M.:

XXIV międzynarodowy kongres geograficzny w Tokio (The 24th International Geography Congress in Tokyo)
Geografia w szkole, 34, 1981, No. 3, pp. 141-143.

The 24th International Geography Congress was held in Tokyo from August 31st to September 5th 1980. At present 85 countries are members of the International Geographical Union, which before the Congress organized a total of 16 symposia while ad hoc groups convened 9 pre-Congress meetings. At the conclusion of the Congress 10 different scientific excursions were organized. The next geographical congresses will be held in 1984 in Paris and in 1988 in Australia.

79. TRÁVNÍČEK, D.:

Padesát let od prvního sjezdu československých geografů (The 50th anniversary of the first meeting of Czechoslovak geographers)

Sborník Československé geografické společnosti, 86, 1981, No. 4, pp. 316-317.

A summary of the past fifty years, since the first congress of Czechoslovak geographers was held.

The author cites a table of the places and dates of former congresses and the number of their participants. Also a survey of achieved results and of planned objectives for the future is provided.

1.4.2.3 Scientific research activities of geography teachers in the field of the didactics of geography. Publications, pedagogical readings, academic and teaching degrees

80. ČÍSĽAVSKÍ, I.:

Geografická jména a úsilí o jejich standartizaci
(Geographical names and endeavours towards their standardization)

Přírodní vědy ve škole, 32, 1980/1981, No. 6,
pp. 238-239.

An interesting article which provides information concerning the importance of the standardisation of geographical names and the outcome of the IIIrd United Nations conference on the Standardization of Geographical Names, which has an important bearing upon the use of geographical names also in this country. The author acquaints the reader in detail with the organisational steps taken to assure the standardization of local names in this country. In the spirit of the resolutions taken by the above cited conference, a "List of Accepted Czech Geographical Nouns" will be published soon which will alphabetically list 1200 geographical names; each entry will contain the Czech exonyms, their pronunciation, morphological data, adjectives, the official form of the name, type of object and data on its localization. The list

will be published by Kartografia, n.p. in Prague. Maps and atlases now use only official names, according to national standardization, with the exception of the names of large geographical units and countries. To a lesser extent the most frequently used exonyms are used in parentheses as a doublet. The author also cites the motion made by the Czechoslovak delegation at the above cited UNO conference concerning the solving of these problems by way of publishing various lists or dictionaries. Kartografia plans also to publish a "List of Names of Countries and their Territorial Parts" which in its first part will contain the Czech and the Slovak forms of names of countries in a brief form, their name in English, French, German, Russian and Spanish, in the official language of the country, the official Czech and Slovak name, data on the form of government, capital city and localisation. In the second part of the publication a list of accepted Czech versions of names of countries will be given. A third part will give an alphabetical list of accepted Slovak names of countries, a terminological dictionary, a list of abbreviations and some maps. The author also discusses the use of Chinese phonetical alphabet (pinjin), the latinisation of Arabic names and the Bulgarian Cyrillic alphabet, as well as the transliteration of the languages of the Indian subcontinent, the latinisation of the Hebrew alphabet and some other problems.

Sl. WAHLA, A.:

Seminář o problémech teoretické geografie (A seminar on problems of theoretical geography)

Přírodní vědy ve škole, 32, 1980/1981, No. 6, pp.237-238.

On May 6-7, 1980 at Alešovice in Czechoslovakia, a first seminar on theoretical geography was orga-

nized. Nine papers were presented, which participants received in advance for study. The author briefly acquaints the reader with the content of the papers, which included the following: L. Mičian: A dozen images of physical geography; V. Häufler: Towards a system approach to socio-economic geography; A. Wahla: General trends in the development of science and their reflection in the didactics of geography; J. Demek: On the need for new trends in regional geography; A. Novak: New development trends in cartography; J. Mareš: Concerning the problem of so-called geographical potential, etc. The seminar as a whole was assessed in a very positive manner.

1.4.3 The personality of the geography teacher

82. SOUZA, A. et al.:

The Overlooked Departments of Geography

Journal of Geography, 80, 1981, No. 5, pp. 170-175.
3 tabs.

A number of authors have criticized the well-known situation at American universities which gives priority to those teachers who publish a great deal before those who publish less but have bigger teaching loads. It is these teachers which the authors praise and whose contribution to general knowledge in geography they stress. Those who publish a great deal are often too busy to prepare lectures and instruction, whose quality may not be very good. In order to analyse the situation the authors sent questionnaires to a number of universities; an analysis of the responses they received served as the main source of inspiration for the present article.

1.4.4 The education of geography teachers

83. ANDRIEVSKEYA, Z.J. - KHECHINA, V.A.:

Pedagogicheskaya praktika studentov na geograficheskoy fakultete BGU (Pedagogical practical training of students at the Geographical Faculty of the Belorussian University)

Geografiya v shkole, 48, 1981, No. 6, pp. 42-43.

The article deals with the practical pedagogical training of students at the Geographical Faculty of the Belorussian University. This practical training period is the culmination of the theoretical, educational and special didactical training of the students. Part of this practical training also has the form of encounters with former graduates of the Faculty who are now teaching and who discuss their experiences with the students. The author describes how the students prepare for class and the problems they encounter.

84. BABECK, H.J.:

Další vzdělávání učitelů zeměpisu v NDR (The further education of geography teachers in the G.D.R.)

Přírodní vědy ve škole, 32, 1980/1981, No. 10, pp. 392-393.

The process of far-reaching changes in the development of the socialist school system in the G.D.R. was begun by the publication of "The law on the unified educational system of the G.D.R." in 1965. Gradually, new teaching syllabi and curricula have been introduced for all classes and in all teaching-subjects. Beginning with the school year 1980/1981, new teaching syllabi for the extended secondary school course have come into effect; secondary school now includes an 11th and 12th class. As far as geography is concerned, the new teaching syllabus for the 11th

class will come into effect on September 1st, 1981 (in this class the geography course is terminated). For the teachers of these schools, courses in Marxism-Leninism, pedagogy, psychology and specialized geography courses have been organized. They take place during one week of the winter and one week of the summer vacations. The courses include lectures, seminars, practical exercises and excursions on specific topics. The specialized part of the course is chosen according to the specialization of the participants. For geographers, courses are planned for a duration of 30 hours of lectures and seminars, to be completed in the summer of 1981. The curriculum includes a total of 60 lessons concerning 4 topics:

1. The development and structure of the lithosphere (16 hours).
2. Geographical zones on Earth (17 hours).
3. The structure and development of selected industries in the member countries of the Council for Mutual Economic Assistance (25 hours).
4. The utilization and restructuralization of nature in industrial and agricultural areas of socialist countries (2 hours).

Further education in the area of the didactics of geography takes place in various forms. Seminars on specialized geographical topics also include discussions on methods of exposition in the course of school instruction, as well as problems of planning and preparing for class and for pupil activities. In this way teachers are guided towards a more exact consideration of the purpose and objectives of teaching and the content of various topics, as well as the methodological aspects of each teaching lesson. Further education courses will be organized during the school year with the participation of school supervisors and teaching subject committees.

85. Primerniy uchebno-tet_aticheskiy plan i programma razdela "Teoriya i metodika predmeta" kursov povisheniya kvalifikatsiyi uchiteley geografiyi (A model teaching syllabus and plan for the section "The theory and methodology of the teaching subject" in courses for increasing the qualification of geography teachers) *Geografiya v shkole*, 48, 1981, No. 6, pp. 45-51.

The completion of an article of the same name and by the same author printed in issue No. 5 of this journal. Here more attention is devoted to the teaching syllabus used in courses for the further education of geography teachers in their further education.

1.5.3 Individual psychological characteristics of pupils and geography instruction

86. DONCHEV, C.:

Formirane na lichnosti kachestva v urokakh po geografiya (The forming of personal qualities in geography lessons).

Obucheniето po geografiya, 24, 1981, No. 1, pp. 17-18.

On the basis of the example of the topic "Volcanic activity and earthquakes", taught in the 7th class, which at the same time was also the subject-matter of a seminar for all geography teachers in the region, the author acquaints readers with his own method of increasing the criticism and self-criticism of pupils when assessing their own knowledge and learning and that of others.

1.5.4 The socio-psychological characteristics of
pupils and geography instruction

87. GLADKOV, T.:

Prouchvane interesite na uchebnitsite: patishta za
tyakhnoto formirane v obucheniето po geografija

(A study of the interests of pupils and methods of
influencing them in geography instruction)

Obuchaniето po geografija, 24, 1981, No. 3, pp. 5-9,
Lit. 4.

In a letter by Comrade Todor Zhivkov to the Central Committee of the Communist Union of Youth the interests of young people are stressed and this has inspired the author to discuss this problem. After studying the relevant literature he set for himself the task of improving the educational and teaching impact of geography instruction in the 5th and 8th classes by influencing pupils' interests. He planned his work for the duration of two school years. In 1978/1979 he determined pupils' interests in the 4th and 7th classes, i.e. at a time when geography was not yet studied and also the interests of pupils in the 5th and 8th classes who were completing a course in physical geography. In the school year 1979/1980 he determined the interests of pupils in the 5th and 8th classes and attempted to influence them: in the 5th class by extracurricula assignments and in the 8th class by organizing a geographical evening where the program was made up of items the pupils had expressed an interest in. A large part of the ~~article~~ is devoted to an analysis of the results achieved.

1.6 The objectives of geography teaching

88. KHRISTOVA, B. - KOSTADINOVA, U.:

Sistemniyat podkhod pri rabota s partiyni i pravitelstvenni dokumenti v obucheniето po geografiya

Obucheniето po geografiya, 24, 1981, No. 5, pp. 30-36. 1 tab.

The article deals with the utilization of Party and government documents in geography teaching as one form of ideological and political education of pupils. The authors specially stress the following objectives: 1. improving the political activity of pupils; 2. forming prerequisites for the realistic evaluation of the care provided by the Party and government; 3. The education of patriots and internationalists with a correct communist worldview. Examples are cited concerning the utilization of these documents in the course of teaching various topics in the 5th to 8th classes.

89. SPAKHOVA, S.P.:

Issucheniye leninskogo teoreticheskogo naslediya i partinikh dokumentov. Iz opita raboti Voroneshskogo oblastnogo IUV (A study of the Leninist theoretical heritage and Party documents. From the experiences of teachers in the Voronezh region)

Geografiya v shkole, 48, 1981, No. 1, pp. 26-29.

Teachers in the Voronezh region place great importance on dealing with problems of utilizing the Leninist heritage in school work and making use of Party documents. One of the documents studied are the recommendations of the IIIrd All-Union Conference of Geography Teachers of Secondary Schools, which stresses the study of the life and work of V.I. Lenin and do-

ouncements of the Communist Party of the Soviet Union. Seminars are organized for geography teachers concerning these topics in the context of the region. Teachers should make use of these topics while at the same time utilizing all existing teaching media. Also an exhibition concerning the life and work of V.I. Lenin is being organized.

1.6.1 The educational objectives of geography instruction

90. BARTH, L.:

Gesichtspunkte für die Weiterentwicklung des Geographieunterrichts in der 5. Klasse unter Nutzung der Materialien des X. Parteitag des SED (Points of departure for the further development of geography instruction in the 5th class through the utilization of the documents of the Xth Congress of the Socialist Unity Party of Germany)

Zeitschrift für Erdkundeunterricht, 31, 1981, No. 8-9, pp. 341-347. Lit. 12.

The author expresses the opinion that the process of instruction should be expanded by the political impact achieved by facts which should be constantly presented to pupils in the 5th class. His point of departure is motivation, the forming of notions and relations based on facts and stressing the regional (local) principle. A number of alternatives and examples are cited.

91. BOROVIN, V.V.:

Ateisticheskoye vospitaniye uchashchikhsya pri izuchenii nachalnogo kursa fizicheskoy geografii

(Atheist education in teaching the beginner course in physical geography)

Geografiya v shkole, 48, 1981, No. 6, pp. 43-45.

One of the most important components of world-view education is an education towards scientific atheism, in the course of which atheist opinions and attitudes are formed. Instruction in physical geography provides a number of opportunities for this. Stress should be placed on the scientific nature of the subject-matter, the Marxist method of studying geographical phenomena, the Marxist method of cognition and learning about the reactionary essence of religion as an ideological and social phenomenon. In the struggle against religion all the basic knowledge provided by physical geography should be made use of, as well as documents concerning the building of Communism. The author cites specific examples for combating religion within individual topics, as well as during autumn nature excursions.

92. FORTRIKKE, P.:

Umwelterziehung in der Sekundarstufe I. (Education towards environmental conservation in the lower classes of secondary school)

Geographie im Unterricht, 6, 1981, No. 4, p. 173.

4 graphs, lit. 12.

The article provides information on a research project which aimed at determining the extent to which relevant educational and cultural administrations have concentrated on teaching objectives connected with the environment. The study is based on the instructions

and teaching curricula provided by 141 various cultural institutions in all parts of the FRG. All teaching subjects which can and should provide education towards environmental conservation are discussed. The study indicates that problems connected with the environment are receiving increased attention, but at the same time sufficient cooperation among various teaching subjects to this end does not yet exist.

93. HAUCK, P.:

Auswertung der Dokumente des X. Parteitages der SED für die patriotische und internationalistische Erziehung im Geographieunterricht (The utilisation of the documents of the 10th Congress of the Socialist Unity Party of Germany for patriotic and internationalist education in geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 8/9, pp. 333-341. Lit. 10.

From the Report to the Congress, the author stresses its most important parts, which are suitable for educating pupils towards a love of their motherland and internationalism, especially towards the nations of the USSR and the fraternal countries, as well as solidarity with the working peoples in the developed capitalist countries and in the national liberation movements. Also a hatred and rejection of imperialism as a system which is the enemy of the people should be the aim of education.

94. KZLZ, P.1

Otázky životného prostredia ako súčasť regionálno-geo-
grafického učiva (Problems of the environment as part
of the teaching syllabus for regional geography)

Prírodné vedy vo škole, 32, 1980/1981, No. 2, pp. 355-357.

The outcome of the experimental teaching of geography in selected schools is described in detail. The normal teaching syllabus for the 7th class of basic nine-year schools was extended with experimental subject-matter concerning the environment. For the project described, 6 schools in the West Slovakian region were chosen. An experimental group (A) was compared with a control group (B). The pupils received experimental textbooks written on the basis of a special outline. The teaching syllabus concerning the environment provides information on each type of landscape dealt with in regional geography; pupils learn about the original environment in a specific region which was the outcome of geographical factors and then about the present state of the environment and landscape which are the outcome of human intervention. The author also cites examples of experimental syllabi on this subject-matter used in France, Norway and elsewhere. The whole experiment was based on the opinion that the regional geography of the continents should be extended with information concerning the environment. A questionnaire was used to verify the outcome of the experiment; its objective was to gain information on the following: attitudes, activities, interests and opinions concerning the environment, the scope of theoretical knowledge which pupils have in this area and abilities to correctly make use of the knowledge gained. The final part of the questionnaire had the form of a test (this part of the questionnaire

is reproduced in the article). A summary analysis of the findings indicates some serious shortcomings in the present approach to dealing with this problem (environmental conservation). At the same time the hypothesis concerning the contribution which the experimental teaching syllabus for this subject-matter, used within the teaching of regional geography can make, was found to be correct, as well as the fact that the mental reactions of the pupils to these problems was positively influenced.

95. KRÁL, V.:

XVI. sjezd KSČ a úkoly naší geografie (The XVIth Congress of the Communist Party of Czechoslovakia and the tasks of our geography)
Sborník Československé geografické společnosti, 86,
1981, No. 4, pp. 257-258.

A brief summary of the main tasks in science and education as set forth by the XVIth Congress of the Communist Party of Czechoslovakia, which are also binding for all our geographers.

96. СПАЦОВ, Д.:

Internatsionalno vospitanie na uchenitsite v procesa na ekskurzionnoturisticheskata deynost
(Education of pupils towards internationalism in the course of excursions and tourist activities).
Obuchenieto po geografiya, 24, 1981, No. 4, pp. 26-31.

The experiences and findings of a geography teacher and Young Pioneer leader of many years concerning excursions, which twenty years ago began to be called "Dimitrov expeditions". These expeditions fulfil tasks given to them by scientific institutions, museums or social organizations. In the course

of the excursion the teacher has the opportunity to continue his teaching and educational work in the immediate vicinity of a natural environment or socialist construction, in important historical sites and in other places which are highly significant for the patriotic and internationalist education of youth.

97. Zadachi prepodavaniya geografii v 1981/82 uchebnom godu (The tasks of geography instruction in the school year 1981/1982)

Geografiya v shkole, 81, 1981, No. 4, pp. 8-13.

The article provides teachers with a survey of new items which should be included into the geography syllabus for the school year 1981/1982. The new school year begins with the 26th Congress of the Communist Party of the Soviet Union, which stressed the development of the economy and the growth of well-being during the years of the 10th five-year plan; it also defined the basic tasks in economic and social development of the USSR for the period until 1990. In the new school year also a new geography curriculum is being introduced, which requires an improvement in the quality of work, improving organisational forms of instruction and teaching methods, as well as an improvement in moral and aesthetical education and a stress on vocational guidance. The new curriculum explains the organisation of subject-matter and provides teachers with instructions for increasing the effectiveness of teaching and education. The new curriculum also includes new findings of geography as a science and findings arrived at by the didactics of geography. These changes should receive the full attention of teachers. Special attention should be devoted to the teaching of new geographical terms

and notions, the use of suitable logical procedures; pupils should acquire not only knowledge, but also skills and the ability to use the new terms and notions in dealing with practical problems. The teaching syllabi for the 5th to 9th class are discussed in detail from these points of view.

1.6.3 The educational and teaching objectives of geography in various types of schools and in various organizational systems of instruction

98. BODÓ, L. - DOMONKOS, J.:

Ajánlások a gimnázium II. osztályos honvédelmi oktatás tereptani ismereteinek feldolgozásához (Recommendations for developing topographical knowledge in defence education in the 2nd class of general education secondary school)

Földrajstanítás, 24, 1981, No. 6, pp. 161-175.

The authors develop the subject-matter cited in the title into individual topics; they here continue an article published by both authors in issue No. 5 of this journal, where problems of topography in relation to defence education were dealt with in the context of primary school. The article contains various examples, as well as sketches of maps and their use.

99. HAUBRICH, H.:

Geographie und Erziehung (Geography and education)
Geographische Rundschau, 33, 1981, No. 3, pp. 216-218.

The article contains a report on the 24th International Geographical Congress, which was held in

Tokyo and Cukuba in 1960. Of the socialist countries, only the Soviet Union was represented and the West European countries predominated. In the first part of the Congress the agenda included a number of discussions, then participants visited an exhibition of textbooks and atlases and visited geography classes; they also participated in an excursion around the Bay of Tokyo. Agreement was reached on the need to limit geography instruction to the most important countries. During a plenary session, among the topics dealt with were the psychology of learning, teacher training, teaching by play, the use of various communication media, environmental conservation education and education towards understanding among nations. In the final part of the Congress a symposium was held in the academic centre of Cukuba, combined with an excursion to the northern part of the island of Honshu. The article also stresses the differences which exist between pupils of various countries concerning the names of geographical places and geography in general.

100. KAŇOK, J.:

Branná výchova v zeměpisu 5. ročníku (Defence education in 5th grade geography instruction)

Přírodní vědy ve škole, 32, 1980/1981, No. 10, pp.390-392.

The author points to the new concept of defence education and describes media and forms of implementing defence education components in geography instruction. He discusses knowledge in topography which pupils learn in the 1st to 4th classes and then the subject-matter in topography which they learn in the 6th grade. Methodological procedures are discussed which lead to the teaching and educational objective set for the chapter "The Foundations of Topography"

in the teaching syllabus for defence education, which should be taught within the framework of geography lessons in the 5th class. The aim of the article is to stress the new concept of defence education in basic school and to demonstrate the contribution of geography instruction to this concept.

101. Less Content, Better Process ?

Geaching Geography, 6, 1981. No. 4, p. 150. Lit. 1.

The subject of this editorial are comments concerning the mutual relationship between the content of geography instruction and the process of its learning. In recent years academic geography has undergone a very rapid development and now geography instruction in schools must adapt to this situation. The curriculum should reflect the demands made upon graduates, as far as the sum of knowledge learned is concerned, by their future employers or schools. Nevertheless, the ability to search for facts and be able to explain them, as well as an understanding of basic principles and the ability to continue in self-education in the future, are of increasing importance.

102. LESHCHINSKAYA, S.E.:

Krayevedeniye kak sredstvo patrioticheskogo vospitaniya shkolnikov (Civics as a medium for the patriotic education of pupils)

Geografiya v shkole, 48, 1981, No. 3, pp. 47-49.

Civics (which stress regional aspects) have become a significant educational medium in Soviet schools. In this teaching subject the extra-curricula activities in which the vicinity of the school, including the landscape, villages, towns, administrative regions, their history and natural conditions, are all of

exceptional importance. In this work a correct relation between theory and practice can be implemented, as well as interdisciplinary relations. The regional principle should be implemented especially in the 2nd to 4th grades and also in higher grades, within the framework of geography instruction in the 5th and 8th classes. This work includes not only civics and nature studies, but also geography and history. The author demonstrates the use of this regional principle in the concept of geography teaching in the schools of the Moldavian Soviet Socialist Republic and how it is used to improve the effectiveness of the educational and teaching process within the framework of geography. Her findings are based on a study of answers given by 170 pupils after an excursion to the Kodr region. The answers are assessed from the point of view of patriotic education, knowledge of the natural conditions in Moldavia, its natural resources, productivity of agriculture, the rapid development of its economy and the fact that Moldavia has become an agricultural-industrial country, to whose development all the republics of the USSR have contributed.

103. PANCHESHIKOVA, L.M.:

Izucheniye materialov LXVI. syezda KPSS v shkolnikh kursakh geografii (A study of the documents of the 26th Congress of the Communist Party of the Soviet Union in school geography courses)

Geografiya v shkole, 48, 1981, No. 5, pp. 24-29.

The documents of the 26th Congress of the CP of the USSR explicitly cite a number of tasks for geography teaching, especially for economic geography. In physical geography stress is placed on nature conservation and environmental protection, in econo-

mic geography the domestic economic policy of the Party and government and the main economic tasks of the state, the rate of growth and its quality, the utilization of natural resources, changes in the structure of the national economy and the most important branches of the national economy, the allocation of productive forces, the economics of foreign countries and the relations of the USSR to foreign countries. In the physical geography course stress is placed on the active participation of the USSR in seeking solutions to problems of nature conservation and environmental protection on an international scale, the exploration of space, exploiting the resources provided by the oceans of the world, natural resources and nature conservation. In a similar vein the main aspects of the geography course on the economic geography of the USSR are described, where main stress should be placed on the topics concerning the natural conditions and resources of the USSR. The geography of industry and agriculture and main trends of the economic and social development of the USSR, as well as the geography of transportation in the USSR are also dealt with. Two groups of tasks are addressed to pupils: the reading of a text and then writing its content and writing an essay on some part of the Congress deliberations in relation to the Congress resolution.

104. POPOVICH, L.V.:

O roli geografii v ekologicheskoy vospitaniyi shkolnikov (Concerning the role of geography in the ecological education of pupils).

Geografiya v shkole, 48, 1981, No. 6, pp. 35-36.

Geography instruction now has the task of dealing with the complex problems of environmental protect-

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ion and the rational utilization of natural resources. Instruction in this case is also influenced by the subjective factor, i.e. the manner in which these problems are understood and an awareness of responsibility in this area. The ecological education of pupils should be improved, as well as their knowledge of problems concerning environmental conservation. The main task of schools is to improve the quality of information provided on this subject. The author cites the outcome of a study carried out in Kiev, where pupils were asked to answer the question "Why should we conserve nature?" The answers were of differing quality and some indicated a very high quality of understanding of these problems. One interesting answer was "Man is part of nature, its component. When we conserve nature, we protect ourselves." The approach which geography teaching takes towards problems of nature is very important - it should be comprehensive. The author acquaints the reader with basic ecological terms which should be taught to pupils, such as biocoenosis, ecosystem, etc. Also the role of ecology in various geographical topics taught in the 5th to 7th classes are developed.

105. PREOBRAZHENSKIY, V.A.:

Sovremennaya geografiya (Contemporary geography)
Geografiya v shkole, 48, 1981, No. 1, pp. 6-10.

The author discusses the contemporary tasks of scientific geography so as to provide information for teachers and pupils in general education schools, since they often are not entirely aware of the contemporary tasks which geography as a science has. New discoveries made by geography have indicated new laws governing nature and reflect the econo-

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mic and social life of various systems and territories. The methods of its research are being developed and the structure of geography as a science is changing, as well as mutual relations between individual geographical disciplines. Contemporary geography provides precise data on natural resources, as well as the needs of the national economy in the context of the building of the material and technical foundations of Communism. Geography contributes to the making of a survey and inventory of natural resources, it seeks out new resources and new productive soils, it clarifies the geographical conditions in which resources exist. In the development of the national economy, geographical contributions to new projects are very important. On the basis of regional information, larger territorial organizations are developed. Also relations between various territories are a subject of study, as well as the global laws governing such relations. Science is overcoming gaps in knowledge: geo-botanical, pedological and geomorphological studies have greatly improved, photographing the Earth from space crafts has greatly advanced our knowledge. Geography has been using interdisciplinary relations to its advantage, for instance it uses research methods developed by physics, chemistry, biology and mathematics. The development of geographical thinking has contributed to the study of the laws governing life, the soil, waters, flora and fauna, the relations between them, the dependency of plants upon atmospheric conditions, etc. Geography instruction should be supplemented with the geography of the environment and with the theory of natural territorial units and geographical systems. Closer cooperation with physics, chemistry, biology

and geology is needed for developing a theoretical geographical model of the Earth. This is important for instance for instruction in the 5th class, for the topic Natural complexes. In teaching this topic information concerning the relief, mountains, the atmosphere, waters, flora and fauna should all be combined. A model of a natural complex requires knowledge of objects and phenomena, an assessment of resources and conditions for various kinds of activities of man, an assessment of the environment and forecasts concerning the behaviour of natural objects. Such findings will have a positive effect in the course of planning and designing projects for various territories, as well as extending knowledge concerning the behaviour of the landscape as a system. Geography instruction should stress changes which have occurred in the methods used by scientific geography; especially communication media have changed and geography as a science now uses airplanes, automobiles, satellites, etc., for its research and field work. Modern techniques make it possible to study larger units and relations between them, even on a worldwide scale. Graduates of schools now tend to have a good knowledge of physical and economic geography, but school geography should be extended by including a number of modern scientific geography disciplines into the syllabus. The author also stresses the changes which have occurred in characteristics of geographers. New types of scientists have developed such as geographical engineers, geographical theoreticians, geographers who specialize in problems of the environment, in regional research and the utilization of natural resources.

106. SHERIDAN, P.:

How Can I Use My Geography If I Decide to Leave School
at Sixteen ?

Teaching Geography, 6, 1981, No. 3, pp. 103-105.

The author acquaints the reader in detail with the opportunities which students who leave school at 16 years of age have in making a vocational choice and choosing occupations where they can make use of the knowledge they have gained in geography.

107. STOYKOVA, V.:

Isgrashdane na prirodnozashtitni vazgledi i ubeshdeniya
u uchenitsite pri obuchenieto po geografiya v sedmi
klas (The forming of nature conservation attitudes
and opinions among pupils in geography instruction in
the 7th class)

Obuchenieto po geografiya, 24, 1981, No. 2, pp. 16-24.
Lit. 10.

The author here shares her educational experiences concerning geography teaching in the 7th class, where she tries to arouse pupils' interests in nature conservation problems. On the basis of her experiences she has come to the conclusion that best results can be achieved when pupils actively participate in the teaching process. She achieves this by giving pupils assignments in reading and the preparation of brief papers which are then presented to the class concerning such problems as the source of air pollution in the region, the role of the press and TV programs in this context, etc.

108. TOWLER, J.:

Geography and Environmental Education: A Canadian Perspective

Journal of Geography, 80, 1981, No. 4, pp. 132-135.

In recent years UNESCO has, to an increasing extent, stimulated an interest in environmental education with its program, which was the outcome of a UNESCO conference held in Stockholm in 1972. In contrast to other countries in the Western Hemisphere, Canada has no federal department or ministry of education, so that environmental education in Canadian schools is not supervised in a uniform manner and is mostly left to the initiative of individual teachers. The author describes the existing situation and recommends that the initiative on environmental education should be taken by geography teachers. In his opinion geography teachers are best prepared to provide the government with an important service by concentrating those interested in this problem, forming a communication network among them and organizing the work of professionals to help the government in developing a school curriculum for environmental education.

1.6.4 Defence education

109. BODO, L. - DOMONKOS, J.:

A földrajzi környezet katonai tereptani értelmezése
(A military and topological approach to a geographical environment)

Földrajztanítás, 24, 1981, No.5, pp. 161-171.

The topics which are components of defence education, beginning with the school year 1981/1982, in general education secondary schools will be taught

within the framework of other subjects, including geography. The article analyses one such topic which aims at teaching pupils how to make topological sketches, which can also be useful from a military point of view. The article also describes methods for observing a landscape and how they are used in the Hungarian Peoples Army.

1.7.3 Curricula and syllabi for geography

110. KONDRACI, J.:

Zmiany w programie nauczania geografii w V klasie szkoły podstawowej (Changes in the geography syllabus for the 5th class of basic school)

Geografia w szkole, 34, 1981, No. 4, pp. 170-173.

The new teaching syllabus for geography in the 5th class was tested during the school year 1979/1980 in 19 selected schools throughout Poland. Several changes have been introduced when specific shortcomings were found to exist - the author devotes the main part of the article to their description. The changed syllabus will be introduced into schools in the school year 1982/1983.

111. LICINSKA, D.:

Rozkład materiału z geografii dla V klasy szkoły podstawowej (The scheduling of subject-matter for geography teaching in the 5th class of basic school)

Geografia w szkole, 34, 1981, No. 5, pp. 221-230.

Beginning with September 1st 1982, the fifth grades of basic school in Poland will use a new geography teaching syllabus. The author describes in detail all 65 teaching lessons.

112. MATRUSOV, I.S.:

Prayemstvannost i uglubleniye geograficheskikh znaniy v V - VII klassakh (The sequence and improvement of geographical knowledge in the 5th to 7th classes)
Geografiya v shkole, 48, 1981, No. 3, pp. 27-31, 42.

The staff of the laboratory for geography instruction of the Academy of Pedagogical Sciences, together with teachers, specialists in methodology and geographers participated in a project to prepare new modern teaching syllabi for geography instruction. Attention was concentrated on the structure and content of the course, doing away with repetitions a sections which were too difficult for the relevant age group. Also a system of practical assignments for pupils was developed, which has an increasing trend of difficulty. Basic notions were newly defined and stress placed on interdisciplinary relations between geography on the one hand and biology, physics, mathematics, and history on the other. Required knowledge and skills for each class were also newly defined. The author describes the whole geography curriculum and the teaching syllabi for the 5th and 6th classes.

113. MINISTERSTWO OŚWIATY I WYCHOWANIA:

Program szkoły podstawowej klasa V (Teaching syllabi for the 5th class of basic school)

Geografia w szkole, 34, 1981, No. 4, pp. 167-170.

For the school year 1982/83 new teaching syllabi and a new curriculum have been approved for the 5th class. For geography the curriculum has the following structure: 1. The Earth as a planet - 25 lessons; 2. Natural conditions of the continents - 35 lessons; 3. The variability of conditions for life on Earth - 5 lessons.

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114. O rabote uchiteley s deystvuyushchimi uchebniki-
kami po usovershenstvovannoy programme (Concerning the
work of teachers with existing textbooks and improved
teaching syllabi)

Geografiya v shkole, 48, 1981, No. 4, pp. 38-45.

In the school year 1981/82 new teaching syllabi
will be introduced, but new textbooks will be available
later, so that this year is transitional. The article
provides various recommendations to teachers concern-
ing discrepancies between the old textbooks and the
new teaching syllabi. Different authors deal with these
problems from the point of view of classes 5 to 9.

115. V pomoshch uchitelyu v rabote po usovershenstvo-
vannoy programme (Aid to teachers in teaching accord-
ing to the new improved teaching syllabi)

Geografiya v shkole, 48, 1981, No. 4, pp. 52-54, 56.

The transition to new teaching syllabi in the
school year 1981/82 requires a great deal of work on
the part of teachers. The new teaching syllabi should
be analysed, implemented and special attention devoted
to new subject-matter which they contain. Care should
be taken to assure the continuity of exposition of the
subject-matter in different classes and the main ob-
jectives of teaching kept in mind: the forming of a
system of basic geographical knowledge and notions.
The article deals in detail with the demands made upon
the learning of 5th class pupils. They include the
reading of coordinates on a map, methods of represent-
ing different reliefs, being able to describe the com-
position and vertical structure of the lithosphere,
hydrosphere, atmosphere and their component parts,
the characteristics of rocks and minerals, difference
in altitude between mountains and lowlands, the basic

characteristics of the lithosphere, troposphere, parts of the world ocean, specific aspects of the movement of the ocean's waters, the circulation of water, terrestrial zones, specific aspects of landscape reliefs, the weather, the climate, flora and fauna, rules of behaviour in a natural environment and the names of great geographers and their contribution to science. For the 5th class the teaching syllabus also stresses various skills. Pupils should learn how to find their way with a compass and according to the position of the sun, to determine the azimuth of specific objects and to fill in components of an optical image of a landscape, to make weather observations, describe the properties of a relief, distinguish components of a natural environment, make geographical outlines of geographical objects, describe the weather for a specific period of time, be able to use maps of a locality and determine distances by a map, describe a landscape on the basis of map readings and distinguish physical and geographical objects in a map, make an outline of a map, etc. In a similar manner the teaching syllabi for other classes are also developed.

1.7.4 Interdisciplinary relations

116. DECOTTERD, D.:

Linking Language and Geography Teaching. A Few Suggestions from France

Teaching Geography, 5, 1979, No. 2, pp. 82-83.

In the article the author cites a number of practical examples of how knowledge of a foreign language makes it possible to use the radio, TV or

printed matter in geography lessons. Other methods for utilizing student's knowledge of foreign languages in geography teaching include meetings with foreign students, athletes, tourists, etc. An important motivating factor in this context are letter exchange schemes with students in a foreign country.

117. KANCHEV, D. - RASHKOVA, S.:

Mezhdupredmetnite vraski na obshtata fizicheska geografija s biologiyata (Interdisciplinary relations between physical geography and biology)
Obucheniето po geografija, 24, 1981, No. 1, pp. 10-17.
5 diag.

On the basis of the example of a number of terms from physical geography the author clarifies relations between physical geography and biology and a brief classification of various types of interdisciplinary relations. At the same time some semantic and terminological problems are cited which lead to a lack of precision and in some cases even to contradictions between the teaching of both subjects.

118. STOYKOVA, V.:

Rolyata na mezhdupredmetnite vraski na povishavane efektivnosta na obucheniето po geografija (The role of interdisciplinary relations for increasing the effectiveness of geography teaching)
Obucheniето po geografija, 24, 1981, No. 3, pp. 21-25.

In order to prove that the use of interdisciplinary relations in geography teaching help to deal with some of the problems connected with Communist education and the achievement of more extensive and permanent knowledge by pupils, the author carried out an experimental project in the 5th, 6th and 7th classes.

The project concentrated on the following: a) discovering relations of cause and effect between geographical phenomena and processes on the basis of interdisciplinary relations; b) achieving more permanent and extensive knowledge on the part of pupils; c) decreasing the overloading of pupils and overcoming tendencies towards mechanical learning by rote.

119. THOMAS, H. - TIDSWELL, V.:

Functional Adjacency in an Urban Area

Teaching Geography, 2, 1979, No. 1, pp. 31-33.

The article is an example of the use of interdisciplinary relations, in this case mathematics and geography. The authors demonstrate how the use of a mathematical apparatus makes it possible to solve problems of the allocation of shops and various services in an urban centre. It is evident that some shops and services are clustered in a single street or other small area, while other types are scattered in a relatively regular pattern. Also the term close adjacency is defined, especially in relation to shops of various types. In the upper classes of secondary school this type of project can be carried out practically, on the basis of actual data. The authors assume the use of a computer.

1.7.5 The content of the geography component of civics and its instruction

120. BERKE, I.:

Krajobrazy nizinne (Lowlands)

Geografia w szkole, 34, 1981, No. 5, pp. 215-220.

On the basis of the new teaching syllabus for the 4th class the author provides outlines for 3 teaching lessons on the following topics:

1. Warsaw - capital city and transportation centre.
2. Warsaw - the functional significance of the city.
3. The agriculture of the Łowicko-Błoński plain.

121. BERNE, L.:

Propozycja realizacji działu programu kl. IV. "Krajobrazy nizinne" (Recommendations for the implementation of the teaching syllabus section on "Lowlands" in the 4th class)

Geografia w szkole, 34, 1981, No. 4, pp. 161-167.

The extensive topic on lowlands is divided into several teaching lessons. The first two lessons of the topic are outlined in a very interesting manner:

1. The Wistula river basin in the vicinity of Warsaw
2. The Kampinoski National Park.

122. ELEK, S.:

A negyedik osztályos környezetismeret anyagának tervező munkája (The teaching syllabus on the topic Landscape theory in the 4th class of primary school)
Földrajztanítás, 24, 1981, No. 4, pp. 106-109.

Landscape theory represents an entirely new subject-matter in Hungarian schools. It is taught

by teachers who have qualified in geography and biology. The author stresses its importance as an introduction to geography. The outline includes the following aspects of each locality: changes in nature, relations and components of natural, physical and geographical subsystems, the relation between these subsystems and the landscape, basic geographical terms, general terms used by landscape theory. The syllabus represents progressive trends in Hungarian geography teaching.

123. JÁMBOR, G. - VIZVÁRI, A.:

Tanmenetjavaslat a 4. osztályos környezetismeret
élővilág és földrajz anyagához (Recommendations for
teaching landscape theory within biology and geo-
graphy instruction in the 4th class of primary school)
Földrajstanítás, 24, 1981, No. 6, pp. 176-187

A detailed elaboration of the teaching syllabus for landscape theory, which includes also various assignments for pupils, definitions of new terms and a list of teaching aids suitable for this subject-matter. This subject-matter is being taught for the first time and thus requires detailed preparations by teachers. The authors discuss the contribution which this subject-matter can make to developing pupils personalities, its contribution to learning other subjects in later classes, etc.

124. KÖVÉS, J.:

A földrajzi ismeretek feldolgozása a 4. osztály környezeti ismereti munkatankönyvében (The development of geographical knowledge in the new textbook on landscape theory in the 4th class of primary school)

A university professor here attempts to develop basic geographical notions for teaching in the 4th class of primary school. He places great stress on interdisciplinary relations and the deletion of redundant subject-matter, as well as a system approach to the clarification of basic relations, such as for instance the fact that agricultural crops are directly related to the care taken of the soil, the water economy, rainfall and sunshine, etc.

125. LIČINSKA, A.:

Rozkład materiału z geografii dla klasy IV szkoły podstawowej (The division of the teaching syllabus for geography in the 4th class of basic school into individual lessons)

Geografia w szkole, 24, 1981, No. 2, pp. 78-88.

In the school year 1981/1982 a new teaching syllabus, as well as new curriculum were introduced into the 4th class of basic schools in Poland. The author divides this syllabus into lessons and provides various recommendations for preparations for class and pupil assignments for the whole school year.

126. MINISZTERSTVO OŚWIATY I WYCHOWANIA - INSTYTUT
PROGRAMÓW SZKOLNYCH: Program szkoły podstawowej, geo-
grafia klasa IV. (A teaching syllabus for the 4th
class of basic school)
Geografia w szkole, 24, 1981, No. 2, pp. 74-77.

The Ministry of Education in Poland has approved
a new curriculum for geography and new a teaching syl-
labus for the 4th class of basic school for the school
year 1981/1982. The syllabus is for two lesson per week
and concerns the surface of Poland with the following
divisions:

1. The closest vicinity of the school - 15 lessons
2. A hypsometric map of Poland - 4 lessons
3. A survey of selected surface formations in Poland
(mountains, highlands, lowlands, lakes and coast-
lines, anthropogenous types of relief)
4. Extremes of surface formations in Poland - 6 lessons.

127. MOHÁCSI, S.

A konjunktio kijelentéskapcsolat további alkalmazása
az általános iskolai földrajstanításban

(The further utilization of conjunction in geography
teaching in primary school)

Földrajstanítás, 24, No. 5, pp. 172-177.

The author here continues in an article published
in this journal, No. 4, 1980, which concerned the use
of mathematical logic in geography. Here the author
documents the use of mathematical logic on the example
of conjunction, which is used to analyse human settle-
ments in some regions, on the basis of their common
characteristics.

1.8.1 Organizational forms of instruction

128. BENCTIOSKI, J.W.:

Soil Testing as a Classroom Exercise to Determine
Soil-forming Processes and Soil Classification
Journal of Geography, 79, 1960, No. 7, pp. 245-252.
4 figs., 2 tabs.

The author in the introduction points out that among college students this subject-matter is not too popular. Perhaps this is caused by the fact that geography has very few practical exercises or field work to offer. The article describes the model of such a practical exercise concerning the soil, which can be used both in secondary school and college.

129. BOARDMAN, D.J.:

Improving Simulation Through Fieldwork
Teaching Geography, 4, 1979, No. 4, pp. 158-160.
2 figs., 1 photo.

The simulation of real situations and their solution by students greatly increases the activity of students in classwork. The author of the article here provides a detailed methodological analysis of a simulated situation, when students are asked to solve the problems connected with the building of a water reservoir, which is in the vicinity of a national park. In seeking solutions, the students can make use of the time which the teaching syllabus allocates to fieldwork.

130. BRUNCK, H. - MEINCKE, R.:

Gestaltung, Erfassung und Beledigung von Hausaufgaben im Geographieunterricht (The drawing up, giving and assessment of homework in geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981,
No. 2-3, pp. 88-93. 1 fig., lit. 2.

The article continues in the subject-matter of an article published last year, where the author discusses the function of homework in geography. This time the authors deal with the drawing up of homework assignments, giving the homework and its assessment in class. They offer theoretical comments and then a number of specific examples concerning homework in various classes.

131. CLOKE, P. - KIRBY, D. - PARK, C.:

An Exercise in Integrated Fieldwork

Teaching Geography, 6, 1981, No. 3, pp. 134-137.

The authors stress the significance of widely conceived fieldwork which takes several days and can be undertaken within the framework of geography and/or environmental theory with students from various grades. The article describes in detail the course of one such exercise whose aim it was to study a specific region from various points of view. The main aims were the following: a) to acquaint students with basic techniques of research used in fieldwork, b) strengthen previously learnt knowledge concerning statistical and cartographic methods, c) the practical application of theoretical knowledge and concepts, d) to carry out an experiment in the general assessment of the region, in which the students carried out their fieldwork. In conclusion the authors discuss some of the problems which are connected with an integrated approach to fieldwork.

132. GOTCHOVE, S. - ILSLEY, M.:

Is It Milder at the Coast? An Exercise in Practical Micro-Climatology

Teaching Geography, 6, 1981, No. 3, pp. 122-124.

4 figs., 2 tabs.

The authors describe a school assignment in which simple apparatus available to schools is used and outdoor fieldwork can be undertaken. In this case the assignment concerns a comparison of climatological characteristics (temperature, the direction and force of the wind, pressure) between two localities, one on the sea coast and the second 11 kilometers inland. On the basis of specific data the authors demonstrate differences and comment on them in detail.

133. CUTTING, T.:

Locating a Hypermarket: A Fourth Year GCE/CSE Exercise

Teaching Geography, 5, 1979, No. 1, pp. 3-4. 1 fig., 1 tab.

In the introduction the author acquaints readers with the term hypermarket (a huge self-service, usually on the outskirts of a town) and provides the outline of a teaching project, where students working in groups, decide on the place where the hypermarket should be located. They learn to assess various alternatives in making a decision, formulate reasons for a decision, etc. Also a map of the community can be used for the project. In conclusion a discussion on the topic should be organized among the students.

134. DAVIDSON, C.M.:

The Field Course as an Instructional Medium in Community Studies

Journal of Geography, 80, 1981, No. 5, pp. 176-179.

2 tabs.

Fieldwork is usually an important component of geography instruction in the course of which especially the physical aspects of the locality are stressed. The author, on the basis of his own experiences, describes such an exercise, held either in a village or small town. The students usually have no experience in this type of project, as well as with the team work which should accompany it. The collection of data, its assessment and the making of tables are all described. The article describes how population samples should be drawn up and a survey of the village's or town's economy made. With certain adjustments, the project outline can also be used for fieldwork in a suburb or section of a large city.

135. EGOROV, V.K.:

Prakticheskaya rabota po opredeleniyu gornikh porod
(Practical work in identifying rocks and minerals)

Geografiya v shkole, 48, 1981, No. 2, pp. 51-52.

1 tab.

In the 7th class the topic Geological structures and useful minerals is taught. The teaching syllabus assumes practical work with the identification of mineral and rock specimens, for which one teaching lesson is set aside. During its 45 minutes the pupils should learn to identify several minerals, including those which are typical for the locality (the regional principle). A set of specimens should be available for this work, including granite,

porphyry, limestone, quartz, marble and arenaceous marl. Tables for identifying minerals should be available and pupils should learn their most important characteristics, which are important for identification (colour, structure, texture, hardness, density, mineral composition). For the structure of rocks grain, porphyritic structure, cleavage, remnants of organic substances (soil, shells, etc.), size and colour are important. The tables should make it possible for pupils to work independently and within a short period of time.

136. GERASIMOV, T.P.:

Trebovaniya k sovremennomu uroku fizicheskoy geografii
(The demands made upon a modern lesson in physical geography)

Geografiya v shkole, 48, 1981, No. 2, pp. 33-34.

In the documents of the Central Committee of the Communist Party of the Soviet Union and the Ministry of Education the importance and opportunities provided by teaching lessons for achieving a high level of ideological and moral impact upon pupils and their preparation for life and work in a socialist society have been repeatedly stressed. The need to improve the quality of the teaching lesson has been repeatedly emphasized. Teaching lessons should become more effective and the systematic planning of individual teaching lessons an important part of a teacher's work. It is better to plan a larger number of lessons at once, so that their mutual linkage is assured. The article also provides a tabular survey of a model plan for a teaching lessons. The plan for each lesson should include the following: subject-matter, number of lesson, date, type of lesson according to didactic-

al objective, teaching and educational objective, content of subject-matter, practical work and its expected significance, exercises, independent work by pupils, structure of lesson and description of teaching media used, basic points, interdisciplinary relations, repetitions, regional material (content and media), basic methodological literature for the teacher, literature for further self-education of the teacher, literature as supplementary reading for pupils, homework.

137. GUINNESS, F.:

"Chi-Square in Purbeck: Testing Relationships Between Geology and Land Use"

Teaching Geography, 5, 1979, No. 2, pp. 57-59. 4 tabs., 2 figs.

The author describes a methodology for determining the relationship between land use and the composition of geological strata, a project which is suitable for the upper classes of secondary school. This project can represent a fieldwork project, as assumed by the teaching syllabus. First quantitative data are gathered, concerning the presence of arable soil, meadows, infertile land and the underlying bedrock. After this, qualitative analyses can be undertaken to determine the mutual relations between these components.

138. FREW, J.J.:

Progression in Fieldwork throughout a Secondary School

Teaching Geography, 5, 1980, No. 4, pp. 147-153.
10 figs., 3 tabs.

In the introductory part of the article the author stresses the importance of fieldwork in the course of geography teaching. Fieldwork makes possible

direct contacts with the environment, which should be an integral part of geography. The author cites a detailed analysis of two topics which concern urban and rural settlements. In the first students analyse and study the morphology of an urban centre from the point of view of its utilisation of buildings, grouping of buildings and according to their special functions; the second topic describes how people in rural areas make use of various services found in the vicinity. In both topics, stress is placed on a geographical interpretation of the data gathered from maps.

139. HENKEL, K.:

Möglichkeiten der Analyse von Exkursionsabläufen und Exkursionserfolg (Opportunities provided by an analysis of the course and outcome of an excursion)
Geographie im Unterricht, 6, 1981, No. 4, pp. 162-163.
1 graph, lit. 2.

An analysis of an assessment of an excursion and its outcome which provided the teacher with information on how pupils reacted to various objects encountered. The main criteria for assessment should include economic, social and cultural aspects of the landscape, as well as the contribution made by the excursion from the point of view of content and method.

140. HERBER, V.:

Národní kolo studentské vědecké konference v oborech biologie a geografie (The national round of a competition on student scientific work in the fields of biology and geography)

Přírodní vědy ve škole, 32, 1980/1981, No. 5, p. 200.

The article sums up the experiences and outcome of the national round of a competition in student scientific work which was held at the Purkyně University in Brno on July 2nd to 4th, 1980. Geography was represented in the following sections: physical geography, cartography, economic and regional geography. A total of 45 papers were presented. The victor in the section on physical geography and cartography was a student from the Faculty of Natural Sciences of the Purkyně University in Brno, V. Rohlová. Her paper was called: "Assumed Responses to Anthropic Intervention", and deals with the physical and geographical aspects of studying the basin of a stream, which is approached as a geo-system where the interaction between nature and society is especially clear. The second prize was awarded to a student of the Natural Science Faculty of the University in Bratislava, J. Horváthová, and third prize to K. Husár.

In the section for regional and economic geography, first prize was awarded to a student from the Bratislava faculty, V. Szekely, who submitted a paper called "Rates of Spatial Concentration of Settlements - Applications for the Central Slovakia Region", which provides a survey of existing measured rates of settlement concentration, their mutual comparison and assessment. Second and third prizes were shared by students of the Natural Science Faculty of the Charles University in Prague, J. Jedlička and P. Vereš. The

quality of the work submitted to the competition was generally considered to be of improved quality.

141. HODKINSON, P.:

Rotational Bush Fallowing and Soil Fertility:

A Simulation Exercise for CSE/GSE Classes

Teaching Geography, 6, 1981, No. 4, pp. 155-157. 2 figs., lit. 4.

In the author's opinion, students of secondary schools tend to have incorrect ideas concerning the primitive agriculture which predominates in developing countries. Usually only the weaknesses of the system are stressed and the fact that tilling the soil in a traditional manner, based on the experiences of many generations, at least does not have a harmful effect on the environment, is not taken into account. The author here chose the form of a game, where students study the fertility of the soil in a region of Sierra Leone in the course of various cycles, which are graphically represented. In conclusion several questions for testing students are added.

142. HORMANN, W.:

Geographielehrer und erziehungswirksame Gestaltung von Wandertagen (The geography teacher and the effective organization of hiking trips)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 4, pp. 171-174. 1 tab., lit. 7.

The article provides instructions for teachers on how to effectively organize class outdoor excursions or hiking trips so that they serve for the systematic gaining of knowledge concerning the local region and the motherland. As an example, a bicycle trip made by pupils at a school in Freifswald is described.

143. KARTEL, L.N.:

Ispol'svaniye materialov turistskokrayevvedcheskoy ekspeditsiyi na urokakh geografii (The utilisation of material produced by a tourist, hiking and civics expedition in geography lessons)

Geografiya v shkole, 48, 1981, No. 2, pp. 41-42.

The article provides information on the experience of pupils in a school in Belaya Tserkov in the Kiev region, who participated in a tourist, hiking and civics expedition of Young Pioneers called My Motherland - the USSR. The expedition collected suitable material concerning nature conservation, which was given to the regional museum, founded in 1975. The material was collected not only by the pupils of the school but also by their parents. In 1980 a new section of the museum was opened, called the History of the Region. All the items in the exposition were made by pupils and parents under the supervision of geography and history teachers. Within the framework of geography instruction the pupils made a 20 year survey of the climate, isotherms in January and June, temperature charts, charts for rainfall and cloudiness, they made phenological observations, became acquainted with the economic life of the region and made contacts with the local meteorological station. The daily and annual averages of temperature were compared with those measured in Moscow. Also the development of industry in relation to nature conservation and environmental development were studied. The pupils concentrated on the vicinity of the school and the conservation of water sources in the region. The author also discusses the geography teaching syllabus for the 5th and 8th classes and points to various opportunities in the syllabi which can be utilized from the point of view of the regional principle of geography teaching.

144. KINEVA, R. - NIKIFOROVA, I.:

Za organizatsiya i metodikata na prakticheskata rabota po geografiya v osmi klas (Concerning the organisation and methodology of geographical practical exercises in the 8th class)

Obuchenieto po geografiya, 24, 1981, No. 5, pp. 23-30.
1 tab., 2 diagrams, lit. 5.

The authors, who are on the staff of the Institute for Improving Teacher Qualification in Varna, Bulgaria, here provide information on a project of practical exercises in economic geography for the 8th class which they have elaborated in detail both from the organisational and methodological points of view. The project includes the preparation of assignments, their implementation, analysis and drawing of conclusions.

145. YOSHEV, N.:

Po nvaokol vaprosi otnosno izmenenieto i usovarshevatvaneto na strukturata na uroka po geografiya

(Concerning some aspects of the problem of changing and improving the structure of geography lessons)

Obuchenieto po geografiya, 24, 1981, No. 5, pp. 16-23.
Lit. 9.

At present the increasing demands made upon the social and economic development of the educational system (whose basic component the teaching process is) contrast with the inadequate possibilities of the educational system to fulfill these demands. To overcome this contradiction the teaching process should be improved and changed, especially the structure of the school lesson. The self-fulfilling accumulation of knowledge should be replaced with endeavours for the comprehensive development of the pupil's personality.

This requires finding ways and means for the active inclusion of pupils into the teaching process. Under the supervision of teachers it should change into a creative process in which the pupils learn through independent activities in the course of which they discover the inner laws governing the processes and phenomena studied. In this way they acquire a new approach to learning which is close to methods used in scientific research.

146. KONRÁDOVÁ, V.:

Zemepisná olympiáda v Západoslovenskom kraji

(The geographical olympiad in the West Slovakian Region)

Přírodní vědy ve škole, 33, 1981/1982, No. 4, p. 159.

Information on the regional round of a geography olympiad held in Budmerice from April 23rd to 24th, 1981. The extention of the regional round to two full days contributed to its better organization and better quality. There was more time for assessing the independent work done by pupils which was assessed according to age groups. The first three prize winners in each group participate in the All-Slovakian round. A total of 186 papers participated in the regional round of which 80 were selected for the competition proper. A prerequisite for being chosen for the second stage of the competition was the successful passing of a test, which however became an unsurmountable barrier for the authors of a number of very good papers. The need for good theoretical knowledge was thus again confirmed. The competition itself was divided into four categories:

A - the geography of the socialist countries

B - the geography of Czechoslovakia

C - the geography of the developing countries

D - other geographical topics.

The participants were able to choose a topic on the basis of their own interests. The largest number of pupils participated in category D.

147. KORMÁNY, G.:

As önálló tanulói munka fokozásának lehetőségei az általános iskolai földrajzórán (Opportunities for improving the independent work of pupils in basic school in the course of geography lessons)

Földrajstanítás, 24, 1981, No. 4, pp. 110-114.

The author discusses opportunities for improving and extending pupils' independent work in geography instruction. He analyses various parts of the teaching lesson from this point of view and points out unused opportunities for this type of activity. Attention is also devoted to problems connected with abstract thinking, the strengthening of knowledge learnt and independent work by pupils within the framework of extracurricula activities.

148. KRÍŽ, H. - KRÍŽOVÁ, I.:

Vycházky ve výuce geografie na základní škole

(Excursions in geography teaching in basic school)

Přírodní vědy ve škole, 33, 1981/1982, No. 4, pp.156-159; No. 5, pp. 192-194.

One in a series of articles called Helping Teachers in Studying New Curricula and Teaching Syllabi in which the authors provide detailed instructions for teachers on how to prepare a geographical excursion. The article has the following sections: preparing the excursion, the subject-matter of the excursion, an excursion in the 6th class, an excursion in the 7th

class, an excursion in the 8th class, hydrological measurements in geographical excursions, conclusions, terminological dictionary.

149. KURBANIIYAZOV, R.:

Uchenicheskiye proizvodstvenniye brigady i fakultativ "Osnovi ekonomiki sotsialisticheskogo selskogo khozyaystva" (Pupil production brigades and the elective subject "The Foundations of the Economics of Socialist Agriculture")

Geografiya v shkole, 48, 1982, No. 6, pp. 37-39.5 tabs.

The Foundations of the Economic of Socialist Agriculture is an elective subject in which pupils become acquainted with economics on the basis of the example of a single branch of the national economy, while making use of material concerning the region in which the school is found. In this way the pupils learn about the specific aspects of agriculture and its various occupations and the work people do there. The example of the pupil work brigade which the author describes is from the Uzbek Soviet Socialist Republic. Pupils learn directly in collective or state farms and they also participate for one and a half or two months every year in harvesting crops. In this way they learn about the specific problems of agriculture in the region in question. This activity also has an important influence on the vocational guidance of pupils. On the basis of a project to study the effect of these elective courses, the relation between participation in the course and the vocational choice made by the pupils indicated the positive effect of the elective course. Among the topics in theoretical economics which were studied in the course were the productivity of labour, technological progress in

agriculture, the planning of agriculture, costs of production in agriculture.

150. LIDSTONE, J.:

Residential Fieldwork for Third and Fourth Year Pupils.
Varying Perspectives

Teaching Geography, 6, 1981, No. 3, pp. 116-117.

The author describes a week-long residential course composed of fieldwork in geography. The positive aspects of this form of instruction are stressed. Some of the tasks undertaken by the pupils are dealt with in detail. A table sums up the opinions of pupils concerning the organization and subject-matter of the course, as well as its advantages and shortcomings.

151. LLOYD, K. - BATAMAN, R.:

Tackling the Homework Problem

Teaching Geography, 6, 1981, No. 3, pp. 105-107. 2 figs.

The authors discuss the problem of giving homework assignments in geography. They acquaint the reader with their system which is intended for the 11-14 year-old age group. The geography department of which the authors are members each year prepares a series of homework assignments, which are duplicated and distributed to pupils. The answers are returned by the pupils on a specified date. The homework should be signed by parents. In conclusion the authors provide samples of the type of assignments and questions given in the homework.

152. MAZUREK, J.:

Národný park Niské Tatry z aspektu jeho využitia pre
geografické exkurzie (The Low Tatra National Park from
the point of view of its utilization for geographical
excursions)

Přírodní vědy ve škole, 32, 1981/1982, No. 6, pp. 232-235.

The author attempts to provide a brief description of various protected areas within the youngest national park in Czechoslovakia and various other localities. He suggests various routes to be taken in the course of geographical excursions. He recommends three specific trails from the southern part of the National Park. The first concerns a study of human economic activities and their influence of the natural environment (Banská Bystrica - Špania Dolina - Staré Hory - Donovaly - Ľorýtnica). The second trail leads from Banská Bystrica to Srdiečko and Chopek and concentrates on forms of glacial-formed reliefs in the higher parts of Low Tatra Mountains. The third trail is orientated towards underground karst formations and the general geography of the eastern part of the Low Tatra Mountains (Banská Bystrica - the Bystrianská caves - Kráľova hola).

In the same way the author also describes trails to be taken for geographical excursions from the northern (Liptov) side of the mountains. In conclusion the author stresses the importance of geographical excursions undertaken in large protected areas. They make it possible for pupils to learn a great deal by direct observations which can then be made use of when learning various topics taught in the school geography course, such as the natural environment in Czechoslovakia, the Czechoslovak national economy and the Central Slovakia Region. Excursions which are pro-

professionally supervised and well prepared from a methodological point of view contribute to pupils gaining a positive attitude towards environmental conservation and should be made maximum use of. The article also contains 4 photographs and a map of the Low Nitra National Park.

153. MIRONOV, A.V.:

O vozmozhnostyakh sblizheniya metodov obucheniya i issledovaniya v kurse fizicheskoy geografii

(On the opportunities for bringing methods of teaching and research methods closer together in the physical geography course).

Geografiya v shkole, 48, 1981, No. 3, pp. 52-53.

The present quality of both teaching and science require that pupils in schools are adequately prepared both for independent study and obtaining information for scientific research. Geological and morphological excursions into the vicinity of the school provide opportunities for learning such independent work. In the 7th class the syllabus assumes an excursion devoted to geography at the end of the school year. The purpose of the excursion is to activate the cognitive activities of pupils, based on the regional principle. The object of the observations are rocks and minerals. The author describes an excursion to a stream which is a tributary of the river Toyma. Before the excursion, she explained to the pupils which rocks and minerals form the banks of the stream and where sand sediments develop, when they developed, etc. During the excursion the pupils took notes on the surrounding relief and on phenomena connected with the deep erosion of the stream bed. Also examples of independent assignments given to pupils are described.

154. MUCHOVÁ, M.:

Přednášky a cvičení (Lectures and exercises)

Přírodní vědy ve škole, 31, 1979/1980, No. 5, pp.194-195.

The article continues in the subject-matter dealt with in an article by B. Čížová concerning the preparation of teachers for teaching according to the new geography syllabus, especially for teaching the geography of the Czech Socialist Republic and the Slovak Socialist Republic. The first part of the present article deals with the concept of the new geography syllabus for basic schools and the second part deals with the tasks and content of geography instruction for individual classes. Instructions will be carried out by district supervisors who have been prepared by regional supervisors, who have participated in course organized in the Czech Socialist Republic by experienced teachers and those working in theory, who are members of a central lecturing committee. Courses for district lecturers began in January 1979, so that by the school year 1980/1981 all geography teachers teaching in the 5th class of basic school had undergone these preparations.

155. ORMAIÉ, J.I. - KOVÁCS, Z.:

A természettudató uttörők 1980/1981 évi országos vetélkedője

(A nationwide competition of Young Pioneer natural scientists in the school year 1980/1981)

Földrajstanítás, 24, 1981, No. 5, pp. 178-181.

A description of a Young Pioneer competition for natural scientists, with samples of the questions asked. The central theme of the competition in the cited year was "Discovering the Universe". Teams competed and also participated in excursions to a planetarium and an astronomical observatory.

156. PATZWALL, K. - EHRlich, W.:

Wir besuchen ein Museum (We shall visit a museum)

Berlin, Volk und Wissen 1976. 243 p.

Review: Ommen, E.

Geographische Rundschau, 33, 1981, No. 2, p.77.

A handbook for guides who organize pupil excursions to museums. On the basis of the instructions in this book, visits to museums should not be mere walks through the halls which are a diversion from classwork, but rather a useful learning session. One of the authors, K. Patzwall is a specialist in the educational role of museums and he cites numerous examples of using museum visits for teaching. The book is well ordered, has numerous illustrations and a good bibliography.

157. PUNNET, N. - WEBBER, P.:

Don't Forget the Land Use Survey

Teaching Geography, 6, 1981, No. 3, pp. 110-112.

3 figs., 1 photo.

The authors stress the uses to which a land use survey can be put within the framework of geography teaching in secondary school. Especially fieldwork, which is very important, can make use of these surveys. The authors describe in detail a project to study land use on a single farm. In conclusion they stress that in this type of work the pupils learn both knowledge and skills linked to various geographical disciplines.

158. ROBERTS, C.:

Geomorphology in the Field at Secondary School Level
Teaching Geography, 6, 1981, No. 4, pp. 167-168. Lit.4.

In the introduction, the author discusses the importance of fieldwork from the point of view of teaching geomorphology. He describes the shortcomings of the existing methods used. In his opinions the geomorphology course should be in the final year of secondary school when local conditions can be made maximum use of.

159. BINDIN, A.A.:

Geograficheskaya i prirodovedcheskaya rabota v pionerskom lagere (Geography and nature study work in a Young Pioneer summer camp)

Geografiya v shkole, 48, 1981, No. 2, pp. 53-55. 2 figs.

In the forests of the Moscow region, on the banks of the Oka river (which is the longest river in the vicinity) a summer camp for Young Pioneers, called The Motherland, is found. The varied natural conditions of this area make it possible for the pupils to become acquainted with nature and to extend and strengthen their geographical and natural science knowledge, as well as to demonstrate its practical application outdoors. Twenty years ago a hobby club for young geographers was founded at the camp called Young Friends of Nature. The hobby club has a special room for its work which concerns the geographical conditions of the area, the sky and various constellations, working with a map of the USSR and extending the children's knowledge of the local flora and fauna. The camp also has a geographical playground and a meteorological observatory. Also systematic phenological observations can be carried out.

160. SLUTSKAYA, R.D.:

Osenneya eskursiya v prirodu v IV klasse (An autumn nature excursion in the 4th class)

Geografiya v shkole, 48, 1981, No. 4, pp. 55-56.

The nature studies curriculum for the 4th class assumes organizing an autumn nature excursion. The selection of its route should be closely linked to the teaching syllabus for the 4th class and should concentrate on flowing waters, the activity of water, the wind and a study of the soil. It is best to choose the half hour before astronomical noon to undertake these observations. The pupils can then study the position of the sun with the aid of a sundial and observe changes which take place outdoors. The author also provides a list of the necessary media needed for the excursion and describes in detail how to proceed.

161. SHOPOVA, M.:

Kak organiziram i provedam eskursiya s uchebnitsite do Sovetskiya sayuz (How I organize and carry out an excursion with pupils to the Soviet Union)

Obucheniye po geografiya, 24, 1981, No. 4, pp. 20-22.

The author has for the past six years organized annual excursions to the Soviet Union for her pupils - to Moscow and Leningrad. The purpose of the excursion is to strengthen in pupils the conviction of the advantages of the socialist system in comparison to the capitalist system and to strengthen their internationalist conviction. The emotions of the pupils in the course of preparing the excursion are described in detail and especially their visits to various historical and cultural monuments in Moscow and Leningrad. After returning, the knowledge gained during the excursion is utilized for discussions and the making of bulletin boards.

162. VARAJTI, K.:

Az OKTV földrajzieredményei az 1980/1981 tanéveben

(The outcome of a nation-wide geographical competition for secondary school pupils in the school year 1980/81) *Földrajztanítás*, 24, 1981, No. 4, pp. 115-123.

A report on the course and winners of a national geographical competition held in Hungary. The competition has three rounds; in the first independent work done by pupils is assessed and a test is given, in the second round a further test is assessed and in the third round a public defence of the independent work done by the pupils before the competition takes place. The author cites the main topics with which the finalists dealt.

163. WESTWAY, J.:

Development Studies

Teaching Geography, 2, 1980, No. 4, pp. 165-169.

6 tabs., 1 fig.

The article describes a practical exercise for students of the last but one year of secondary school. Its purpose is to examine some of the problems connected with defining the so-called developed and underdeveloped countries. Students assess the comprehensive development of a country according to criteria which they consider to be best for the given purpose. They learn to practically use various data concerning national income, infant mortality, the structure of the population, etc.

164. WILLS, A.:

Introduction to Northern Ireland

Teaching Geography, 7, 1981, No. 2, pp. 68-69. 1 fig.,
1 tab.

The authors have prepared this topic in the form of a practical exercise for older pupils who work according to instructions provided in the article. The topic is interesting also because the author cites a table providing a survey of different religions and their distribution in different districts. The statistical data is from 1974, but it nevertheless provides interesting geographical material for studying the present situation in this country. English protestants represent a majority in 17 districts out of 31 and in another 10 districts they represent almost half the population. Pupils are asked to discuss the various religious, economic and national problems which arise on the basis of this situation.

165. WÓJCIK, S.:

Konkurs geograficzny w szkole podstawowej nr.3

w Bolesławcu (A geographical competition in basic school No. 3 in Bolesławec)

Geografia w szkole, 34, 1981, No. 5, pp. 232-233.

The name of the geographical competition held in the town of Bolesławec was "Looking for the Best Geographer in the School." A total of 300 pupils participated from the fifth to eight classes. This was also excellent preparation for participation in regional and district competitions.

166. PAJAC, S.:

Konkursy geograficzne dla uczniów szkół podstawowych
(Geographical competitions for pupils of basic schools)
Geografia w szkole, 34, 1981, No. 1, pp. 29-36. 3 map
sketches, 6 diagrams.

On the basis of a decision made by the Ministry of Education and Culture in 1974, geographical competitions are organized in Poland for pupils of basic schools. Teachers receive the topic of the competition a year in advance so as to prepare pupils beforehand. The author here provides a survey of topics of the finals of the competition for the period 1976-1981 and the competitions for the years 1979 and 1980 are described in detail, including the type of questions given etc. and also an assessment of the outcome of the competitions.

1.8.5 Geography hobby club activities of youth

167. BATOROWICZ, Z.:

Studium środowiska w programie zajęć fakultatywnych
(The study of the geographical environment in the elective part of the curriculum and in extracurricular activities)

Geografia w szkole, 34, 1981, No. 3, pp. 113-120.
4 map sketches, 2 diagrams.

Since 1980 various types of independent work done by pupils in geography have become very popular in Poland. In small towns or villages, which have no industry, the choice of topics for geographical projects is often limited and teachers tend to run out of topics. The author describes a number of new geo-

graphical topics which are interesting and can be undertaken in any location.

168. HOŠKOVÁ, J.:

Středoškolská odborná činnost na gymnáziu (Scientific work done in general education: secondary schools)

Přírodní vědy ve škole, 33, 1981/1982, No. 3, pp. 118-119.

The author acquaints the reader with student science work projects undertaken at a general education secondary school in Prague, where this type of activity has the full support of the staff as an important educational and teaching medium which also contributes to the vocational guidance of pupils. At this particular school, pupils are divided into three sections - for the social sciences (geography, history, civics), the natural sciences (biology, chemistry, physics, mathematics) and a languages section (Czech, Russian, a foreign language). The projects chosen by students are begun in the 2nd class and are supervised by tutors from institutions of higher learning or the staff of scientific institutions. Around Christmas time the supervisors meet with pupils to discuss the project and at the end of February pupils hand in their project reports. The best work is chosen and then presented at a school conference with the various specialized consultants and supervisors present. Also representatives of the mass media are invited to these conferences. The best work is then sent to a regional competition. At this occasion the school annually publishes a bulletin which provides information on the course of project work. This work is reflected in the improved quality of school-leaving examinations and also in examinations for acceptance to institutions of higher learning.

168. KONRÁDOVÁ, V.:

Středoškolská odborná činnost první raz ze zeměpisu
(Secondary school pupil scientific work for the first time also in geography)

Přírodní vědy ve škole, 32, 1980/1981, No. 8, p. 320.

Technical and natural science, as well as social science activities developed by the Socialist Union of Youth, in cooperation with the teaching staff of schools and other institutions, make a significant contribution to strengthening pupils' interests in a specific field of study. The culmination of these activities are discussions concerning projects on specific topics. The Presidium of the Socialist Union of Youth in 1978 discussed these activities and on the basis of the results achieved in this area decided to carry out a unification of this type of activity under the single heading of "Secondary school scientific activities" (SOČ). In the school year 1980/1981 these activities were for the first time extended also to geography and environmental theory. This is the only existing state-wide competition concerning geography, which is organized by Regional Committees of the Socialist Union of Youth in cooperation with Regional Pedagogical Institutes.

170. LUKOV, V.:

Formirane na izsledovatel'ski kachestva u uchenitsite chrez izvanklasnata rabota po geografiya (The forming of scientific research abilities in pupils with the aid of extracurricula activities in geography)

Ouchenieto po geografiya, 24, 1981, No. 3, pp. 10-16.

The author describes the experiences gained in two years of work in a pupil hobby club specializing in climatology, for pupils in the 7th class, which

carried out a research project on the territory of the recently fused community of Tsenov in the Rusé region.

171. MAYDENOVA, Z.:

Pred velikata godishnina (Before an important anniversary)

Obucheniето по география, 24, 1981, No. 4, pp. 23-26.

In connection with the celebrations of the 1300th anniversary of the founding of the Bulgarian state various educational and cultural activities are being organized both in schools and for the general public. These activities are especially wide-spread in the Shuman region of Bulgaria whose territory is linked to important events in oldest Bulgarian history - the two oldest important towns - Pliska and Veliki Preslav - are found here, as well as places important for modern history - Shumen played an important role in the Bulgarian national revival. Also the founder of the Bulgarian Communist Party, Dimitar Blagoev worked here as a teacher and Vasil Kolarov was born here. 4 basic topics for extracurricula projects have been issued in Shumen: 1. A study of the historical heritage of the first Bulgarian state, the role of its two most important cities - Pliska and Preslav, the contribution of the region to the national revival, to the War of Liberation, the founding of the Bulgarian Communist Party, participation in the Anti-Fascist struggle; 2. A study of the economic development of the region and whole country in the period of socialist construction; 3. The role of the Russian nation and the USSR in the historical and economic development of Bulgaria; 4. Protected natural objects, flora and fauna in the region.

172. MILCHEVA, L.:

Ekspeditsiya "Suk'ma reka - 80" (The expedition "Dry river - 80")

Obuchenieto po geografiya, 24, 1981, No. 2, pp. 14-17.
Lit. 3

On the basis of the initiative of the hobby club "Young Natural Scientist" from the basic school in Silistr, an expedition was organized, called "Dry river - 80", which set for itself the aim of examining one of the largest dry valleys in the eastern part of the Danube plain, the Dry river. The basic motto of the expedition was: "Do not take anything from nature except photographs." Other mottos, subordinated to the main one, included: "Nature should be cherished", "Give nature a chance to renew its equilibrium" and "Observe nature and follow the path it indicates". The purpose of the expedition was educational, as well as practical and scientific. Afterwards, meetings were held concerning the geological history of the region, rare and typical plants in the area, etc.

1.8. 6. Various forms of group instruction in geography

173. KARÁSEK, V.:

Příklad využití skupinové práce v zeměpisu na základní škole (An example of making use of group forms of work in geography)

Přírodní vědy ve škole, 32, 1980/1981, No. 8, pp. 315-316.

The article describes experiences with group instruction which the author gained during the experimental verification of the new concept of geography teaching in the course of geography lessons in a ba-

sic school in the town of Spálené Pôľčô. When discussing the topic of a biota and its changes in the 8th class, in the 2nd lesson the class was divided into groups which worked independently. The pupils organized small exhibitions. As preparations for this lesson the class went on a nature excursion to a local forest. Instruction was divided into two parts: motivation and exercises. The author describes this in detail on the basis of the example of a study of the local water network. In conclusion the author discusses the organizational aspects of making up groups of pupils and how to proceed in this type of instruction.

174. PRICE, J. - MEDD, A.:

Working Up Local Materials for G.Y.S.L.: An Example from Morecambe

Teaching Geography, 6, 1981, No. 4, pp. 163-166.
10 figs.

The authors of the article acquaint the reader with the organization and methodology of group work to undertake research activities in the community. Among the topics given to students as project work were for instance the following: A study of visitors to Morecambe (in the form of a questionnaire), a study of Morecambe's population of retirement age, etc. Special attention is devoted to a graphic representation of the gathered data.

1.9.1 Planning and preparations by the teacher

175. DOBRYAZHITSKIY, B.S.:

Primerenoye tematicheskoye planirovaniye urokov po prirodovedeniyu v 4 klasse (A sample of topic planning for natural science lessons in the 4th class)

Geografiya v shkole, 48, 1981, No. 1, pp. 33-38.

The teaching syllabus for the 4th class nature studies course has been shortened to 35 teaching lessons. This subject prepares pupils for botany and geography instruction in the 5th class. A textbook by M.N. Skatkin is used. In view of the lesser number of lessons now available it is necessary to make maximum use of the time available, while maintaining maximum standards. Each lesson should contain a demonstration experiment and maximum use should be made of all teaching media available. The syllabus now includes the following topics: Introduction (1 lesson): living and non-living nature, objects and mass, natural phenomena. The Earth and the planets of the solar system (7 lessons): the night sky (stars, planets, meteors, meteorites, the solar system and its structure), the daily and annual movement of the Earth, the sun, a comparison between the sun and the Earth, the distance between the sun and the Earth, the sun as a source of heat and light, the rotation of the Earth around the sun, the heating and lighting of the Earth with solar rays. Alternations of the seasons. The moon as a satellite of the Earth, its size in comparison to the Earth. Mankind learns about the moon. Artificial satellites of the Earth. The air (6 lessons): the composition and characteristics of air, the expansion of heated air and the contraction of cooled air, additives in the air, the importance of air for living

organisms, conservation of air against pollution; how the air on the Earth's surface is heated, changes in air temperature in relation to altitude. The heating of terrestrial air and air over the seas, the development of clouds, precipitation and its different types, the wind, the impact of the wind in nature, the weather, its importance for man's economic activities. Local weather, weather forecasts, indicators of weather for a specific area and time of year. Water (5 lessons): water in nature, water as a solvent, the cleaning of water, solutions found in nature, the impact of water on nature, the utilization of water by man, the conservation of water. Minerals (6 lessons): the term mineral, useful minerals, the ores of iron and non-ferrous metals (Fe, Cu, Al, Zn, Pb ores), metals (iron and steel), the use of metals by man, non-metal raw materials - salt, limestone, petroleum, peat, anthracite and their utilization by man, erosion and the disintegration of rocks and minerals, the transportation and sedimentation of eroded rocks by waters and the seas, the utilization of eroded minerals. Conservation of natural resources. The soil (2 lessons): the soil and its characteristics, how it differs from rocks and minerals, the permeability of the soil towards water and air, general ideas concerning fertility of the soil, fertilization, soil conservation. Plants, animals and the environment (5 lessons): the reproduction of plants and animals on Earth, the necessary conditions for the life of plants and animals (light, heat, air, water, soil), the adaptation of plants and animals to the environment, nature conservation. Excursion (1): an autumn excursion and a spring excursion.

176. SZÖR, L. - SZÖKE, G.:

A természettudományi komplex munkacsoport és természetkutató komplex szakkör működésének tapasztalatai

(Experiences with the work of a comprehensive nature studies group and a comprehensive special hobby club for research in the natural sciences)

Földrajstanítás, 24, 1981, No. 5, pp. 182-185.

A school principal and a teacher from a basic school in Siofok here provide information concerning work with a comprehensive nature studies group and a hobby club for research in the natural sciences which deals with various topics from among the natural sciences (physics, biology, chemistry). A plan of activities for various subjects is provided for children from the 7th and 8th classes.

177. K planirovaniyu uchebnogo materiala po kursam geografii (Planning the subject-matter for a geography course)

Geografiya v shkole, 48, 1981, No. 4, pp. 46-50.

The article divides the subject-matter of the new geography syllabus into individual classes (from the 5th to the 9th grade of general education schools) for the months of September and October. The 5th class has 68 lessons of geography instruction at 2 lessons a week, the 6th class has 102 lessons at 3 lessons a week, the 7th class has 68 lessons at 2 hours a week, the 8th class has 68 lessons at 2 lessons a week and the 9th class also 68 lessons at 2 lessons a week. The author divides the subject-matter into individual classes for the needs of teachers.

178. OČOVSKÁ, B.:

Příprava učitelů základní školy podle nových učebních osnov zeměpisu (The training of basic school teachers for instruction according to the new geography teaching syllabus)

Přírodní vědy ve škole, 31, 1979-1980, No. 5, pp.193-195.

In order to successfully implement the new concept of geography teaching, teachers should become thoroughly acquainted with the new curriculum and teaching syllabi for geography, as well as with the new textbooks and methodological handbooks which accompany the textbooks. On the basis of a special program drawn up for this purpose, which was approved by the Ministries of Education of the Czech and the Slovak Socialist Republics, the Central Institute for Teacher Training in Bratislava together with the Research Institute for Pedagogics and the Central Institute for the Training of Educational Personnel in Prague and departments of geography from various institutions of higher learning have produced a book of reading matter for preparing geography teachers for geography instruction in the upper classes of basic schools. It will be published by SPN in Prague and Bratislava. Also the journal Přírodní vědy ve škole will publish a regular series of articles called "Aiding Teachers in their Study of New Teaching Syllabi" which will help prepare teachers for instruction according to the new geography syllabi. For geography instruction in the 5th class the reading material will include the following: 1. the concept of geography in the new basic school curriculum; 2. a description of new teaching syllabi and subject-matter taught in the 5th to 8th classes of basic school; 3. Interdisciplinary relations in geography; 4. the modernization of methods and procedures used in geography instruction; 5. geography instruction

and defence education; 6. basic facts and problems found in mathematical geography and cartography; 7. general physical geography; 8. the geography of Africa and other topics in regional geography; 9. the system of teaching general economic geography; 10. the landscape and the environment.

179. PAPÍK, M.:

Niektoré hladiska pristupu k problému efektívnosti vyučovania zemepisu (Some aspects of approaching the problem of the effectiveness of geography instruction) *Přírodní vědy ve škole*, 11, 1979/1980, No. 6, pp. 236-238.

With the gradual introduction of the new system of geography teaching, the need for making the didactical process more effective within the teaching lesson is becoming increasingly apparent. The author of the article considers the creative initiative of the teacher to be the key to the situation. This concerns above all changing the nature and structure of lessons from the universal and not too effective type of lesson which has so far predominated to lessons which use more effective methods of instruction, such as for instance the more frequent use of independent work done by pupils. Also an essential restructuring of the system by which pupils learn is required; this is connected with the maturity of the pupils and their more aware attitude towards learning. In conclusion the author demonstrates on the basis of several examples the structure of a geography lesson which adequately reflects the content, scope, demandingness and importance of the subject-matter being taught.

180. Primerniye uchebno-tematicheskiye plany i programma razdela "Teoriya i metodika prepodavaniya predmeta" kursa povysheniya kvalifikatsii uchiteley geografii

(A model teaching plan and schedule for the section "The Theory and Methodology of a Teaching Subject" in a course for increasing the qualification of geography teachers)

Geografiya v shkole, 48, 1981, pp. 45-54. 2 tabs.

The fulfilling of the political resolution of the most recent congress of the Communist Party of the Soviet Union requires that all teachers have a high degree of political awareness, extensive knowledge of the economy, communist awareness, a high level of general culture and a high professional standard. This however, in many cases requires further increases in the qualification of teachers and in their self-education, their improved work with teaching syllabi and their planning of subject-matter for classwork, as well as an improved attitude towards the didactics of geography. For increasing the qualification of geography teachers courses are being organized, usually for the duration of 156 hours. The curriculum for this type of education assumes 80 hours plus 18 hours for the subject Theory and Methodology of Geography Teaching, 40 hours for methodological preparations and 18 hours for special geographical teaching methods used in evening classes. In the methodological sections of the course, the structure and content of existing geography teaching syllabi are studied, as well as the following topics: the educational role of school geography, the system of basic educational ideas which lead towards a scientific worldview, documents by V.I. Lenin and Party documents connected with geography teaching, a system of general terms used in a physical geography course, the forms and methods of

the utilization of interdisciplinary relations in the process of geography teaching, developing the function of school geography, methods of geography instruction, existing extensive and technical teaching media for geography, teaching skills in geography instruction, the conditions and criteria for improving the effectiveness of the teaching lesson, methodological preparations and the carrying out of excursions with physical geography subject-matter, the methodology and carrying out of excursions to various industrial plants with subject-matter concerning economic geography, the methodology of utilizing regional material, the teaching of elective courses in geography, opportunities for extracurricular activities in geography, geography stock rooms in schools, the self-education of geography teachers. The teaching syllabus for the special course on the didactics of geography for evening classes (18 lessons) includes the following topics: special methodologies suitable for geography instruction in evening school, basic teaching methodologies used in geography courses in evening school, teaching media, problems connected with repetitions, the strengthening and systemization of students' knowledge, group consultations in geography, increasing students' interests in school geography, methodological aspects of examinations, etc. The article contains a detailed plan of all these topics and will be continued.

181. SLUTSKAYA, R.D.:

Primernoye tematicheskoye planirovaniye po kursu prirodovedeniya v 4 klasse (A model teaching plan for the nature study course taught in the 4th class)
geografiya v shkole, 48, 1981, No. 5, pp. 30-37

The nature studies course taught in the 4th class of Soviet schools concentrates on basic aspects of

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living and non-living nature . It is essentially an introductory course for the subsequent systematic study of geography, biology, physics and chemistry. In this subject also the first basic notions are formed, as well as knowledge concerning a scientific worldview based on a unity of living and non-living nature is gained and an understanding of the mutual relations which exist between its various elements. Also aspects connected with atheistical education and ideological and political education should be stressed. In this subject the work abilities of pupils are developed, including their thinking, speech, will power, emotional and other abilities. The subject also uses regional material as much as possible. It requires carrying out elementary experiments and nature excursions. It uses modern teaching media. Pupils learn to plan their answers, to generalize, to take notes, to make brief explanations, comparisons, to use a written text, childrens' encyclopedias and to become acquainted with the magnificent targets of the 11th five-year plan. The author analyses in detail a 20 lesson section of the course which includes the following topics: 1. living and non-living nature; 2. an autumn excursion; 3. the Earth as a planet of the solar system; 4. the sun as a star; 5. annual and daily movements of the Earth; 6. the planets; 7. the moon as Earth's satellite; 8. the stars and their constellations; 9. generalizations concerning the Earth; 10. the properties of air; 11. the composition of air; 12. the heating of the waters on Earth; 13. the heating and cooling of the air over the land and sea, winds; 14. the weather; 15. generalizations concerning the air; 16. water in nature; 17. specific aspects of water temperature; 18. water as solvent of solid substances, 19. the activity of water in nature, 20. the utilization of water by man.

182. SLUTSKAYA, R.D.:

Primerenoye tematicheskoye planirovaniye po prirodovedeniyu v IV klasse (A model teaching plan for the nature study course taught in the 4th class)

Geografiya v shkole, 48, 1981, No. 6, pp. 29-34.

This article continues in the subject-matter of an article by the same author published in issue No. 5 of this journal. It continues in the planning of the subject-matter of the teaching subject nature studies, taught in the 4th class. Lesson no. 21.- practical work with minerals and rocks; 22.- ores and the metals made from them; 23.- non-metal raw materials; 24.- erosion; 25.- the development of gravel, sand, soil; 26.- generalizations and repetition concerning the conservation of natural wealth and nature conservation; 27.- the soil and its comparison to minerals and rocks, properties of soil; 28.- general ideas concerning fertility of the soil, fertilization, soil conservation; 29.- the reproduction of plants on Earth, necessary conditions for the life of plants and their development; 30.- the adaptation of plants to the external environment; 31.- the reproduction of animals on Earth, their adaptation to the environment, their distribution, examples of adaptation of animals on the basis of local fauna; 32.- utilization of plants and animals by man; 33.- generalization of the topics concerning flora, fauna and the environment; 34-35.- spring nature excursion.

183. TODOROV, T.:

Uchebnata podgotovka po geografiya v celestvennoto uchilishte (Preparations for geography instruction in a boarding school)

Obucheniето po geografiya, 24, 1981, No. 3, pp. 25-30.

On the basis of a law concerning closer contacts between schools and practical life from 1959, since the

school year 1961-62 boarding schools have been in operation; the author discusses the school in Khasko. He describes the manner in which initial difficulties were overcome and the different nature of instruction in this type of school. He also deals in detail with geography teaching in the 5th class.

1.9.7 The cognitive process in geography instruction

184. ATKINS, C.L.:

Introducing Basic Map and Globe Concepts to Young Children

Journal of Geography, 80, 1961, No. 6, pp. 228-233.
9 tabs.

The author here discusses her experiences in using the theories of Bruner, Vygotski and Piaget concerning the learning of preschool aged children. She finds that they are capable of learning from maps and a globe. She verified the possibility of teaching children about the shape of the Earth with the aid of a globe, understanding the problem of distances and scales on maps and the symbols used to express various geographical phenomena, as well as the boundaries of states, of the USA and the rest of the world. The author found that it was possible to acquaint preschool aged children with maps and a globe if suitable methods were used. This activity had a positive influence on their work and future performance in school.

185. HOPMANN, D. - KÖSTER, E.:

Einige Fragen der Aktivierung der Schüler durch die Ausbildung von Lernhandlungen des Lösen von Problemsituationen (Some comments concerning the activation of pupils through learning processes based on solving problem situations)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 2-3, pp. 79-88, lit. 14.

Both authors discuss some of the theoretical problems of learning and the psychology of didactical and methodological problems of the learning process. On the basis of several examples which deal with problem situations, they attempt to show how educational prerequisites can be formed, which will force the pupil to a gradual, planned and independent analysis and finally to finding a solution to a problem situation.

186. IGBOZURIKE, U.M.:

The Concept of Carrying Capacity

Journal of Geography, 80, 1981, No. 4, pp. 141-149. 1 fig.

The term carrying capacity is usually linked to such terms as "maximum population", "territorial limit", productivity, etc. The author explains this term on the basis of practical examples based on the opinions of foremost demographers. Carrying capacity influences a number of factors. A British research team for instance found that there are four aspects which determine carrying capacity: the physical, economic, ecological and perceptive, which is influenced by the size and density of the population. In further parts of the article the author discusses problems connected with the concept of an optimum and maximum population, problems connected with population density, growth and migration.

As far as the term carrying capacity as such is concerned, the author defines it as "the ability of a specific area to provide for a given population the conditions of life in a specific period of time". This theoretical study is based on demographical analyses of other authors, who specialize in the developing countries.

187. KOHLMANN, R.:

Beziehungen zwischen Sachverhalten in Geographieunterricht
(Relations between situations in geography instruction)

Berlin, "Volk und Wissen" 1980. 104 p.

Review: Mobius, S.

Geographische Berichte, 26, 1981, No. 100, p. 154.

The author deals with the forming of precise and clear ideas and discerning relations between them; in this way an improvement of the teaching and educational process can take place. First the theoretical aspects of the problem are discussed and their application in practical teaching. He stresses the active participation of pupils and a high quality selection of the problems to be studied. Examples are cited for the 5th do 10th classes. Finally 22 examples are cited which all concern methodology (sketches, tables, drawings). The book is a valuable contribution to the existing theory of geography teaching methodologies.

188. PAPÍK, M.:

K problematice pojmotvorného procesu vo vyučování zeměpisu
(Concerning the problems of the notion - forming process in geography teaching)

Přírodní vědy ve škole, 31, 1979/1980, No. 7, pp. 274-275.

The motivation for the writing of this article was the need to form a modern concept of forming notions which would lead to the active participation of the

pupil in the teaching process and his further independent learning within the framework of the new concept of teaching and education. The logical structure of geography can, among others, also serve this purpose, as well as the logic of the learning process in the active cooperation between teacher and pupil. The process of forming notions or terms is an important component of this process and it should fully replace the former obsolete, predominantly descriptive method of instruction, in which the pupil is only a passive recipient of knowledge. In the modern concept of geography instruction it is necessary to precisely and correctly form geographical terms and notions. Another part of the article also deals with these problems; here the author provides a general classification of terms and notions and stresses the importance of supervising the learning process and the forming of a correct structure of an individual teaching lesson. Finally the author formulates the demands which are made upon geography instruction with its "social, geographical and psychological aspects of the learning process". Only in this manner is it possible to form an integrated system of scientific knowledge - in this case of geographical terms and notions - which are logically built into the teaching process.

189. POPELOV, E.M.:

Toponimika v shkolnoy geografii (Toponymy in school geography)

Geografiya v shkole, 48, 1961, No. 3, pp. 53-55.

Toponymy is the study of local names and their origin. Explanations and achieving an understanding of the logical significance of local names makes it easier for pupils to remember them. Contemporary toponymy

deals with the comprehensive study of local names. In school, children should learn the general principles of translating local names found in foreign countries, when to use the foreign-language name, how to pronounce it and where to place the accent. Also the spelling of Russian and foreign local names is discussed. Spelling also sometimes determines the use of some foreign names. The etymology of foreign names is often important from the point of view of school geography. Atlases often have two names for various natural objects - an older and a newer one. There is still no uniform method for the transcription of foreign names into Russian (Paris - Pari, Roma - Ria) and pupils sometimes have difficulties with this. For instance the word Amazonka is used instead of Rio de los Amazonas (or the river of the Amazonas). In teaching, sometimes the origins of various local names are explained, for instance Monte Blanc - white mountain, Kenya - snow mountains, Sněžka - a mountain in Bohemia meaning "snowy peak", etc.

190. STOYCHEVA, N.:

Razvitiye na geografските predstavi i tvorčeskoto vnoobrazhenie na uchenitsite chres sachievanieto po geografiya
(The development of geographical notions and the creative imagination of pupils with the aid of written work in geography)

Obucheniето po geografiya, 24, 1981, No. 3, pp. 16-20.

The author acquaints readers with the findings of her independent research project where she deals with the problem of developing geographical notions and the development of a creative imagination in pupils. The project took three years and gradually studied the pupils from the 5th to the 7th grades. In order to provide her pupils with incentives for creative work, the author

gave them assignments in the form of essays which require initiative and a creative approach.

191. TELTEVSKAYA, E.V.:

Formirovaniye priyemov uchebnoy deyatel'nosti kak effektivnoye sredstvo povisheniya kachestva znaniy uchashchikhsya (The forming of learning activity patterns as an effective means of improving the quality of pupils' knowledge)

Geografiya v shkole, 48, 1981, No. 2, pp. 45-48.

The author discusses the opportunities provided for improving the quality of the educational and teaching process on the basis of suitable procedures in learning activities of pupils. She stresses the importance of solving problems and verifying knowledge and skills; the pupil is asked to explain sections of the subject-matter taught and to solve a problem of both a practical and theoretical nature which requires specific skills. On the basis of examples from the 5th, 6th and 7th classes she demonstrates procedures where knowledge can be classified in the following manner: knowledge of the 1st order (what? where?, knowledge of spatial relations in work with a map and knowledge of geographical nomenclature); knowledge of the 2nd order (how? in what way? what is typical? The solving of more complex problems requiring knowledge of relations between knowledge of the 1st and 2nd order); knowledge of the 3rd order (why? what? how can it be explained?). As an example, the author cites the following geography assignment in the 6th class: 1. where is the Atakama desert? 2. What kind of climate does it have and what are its characteristic traits? 3. What are the causes of the climate in this region?

192. VOIGT, D.:

Diskussionsbeitrag zur Kontrolle des Entwicklungsstandes von Einsichten und Überzeugungen bei Schülern einer 7. Klasse (Comments in a discussion concerning the determination of the quality of the development of opinions and convictions among pupils in one 7th class) Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 6, pp. 242-245. Lit. 4.

The article is a reaction to an article by U. Hausse concerning the insufficient determination of the quality of ideological and moral attitudes of pupils, which was published in No. 11, 1980. Here the author, on the basis of the example of the teaching of the topic "The taiga" demonstrates how he achieves very good results. He found a very high quality of knowledge and awareness on the part of the pupils which were the outcome of good supervision and control.

1.10 Methods used in geography instruction

193. BARTH, L.:

Unterrichtsmethoden für den Geographieunterricht
(Instruction methods for geography)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 1, pp. 2-17. 2 tabs., lit. 5.

After a brief introduction the author explains the nature of the methods he uses in geography teaching. His point of departure is a definition of the term teaching methods and numerous examples are cited. The author explains the links which exist between various methods and classifies them into a system, in the framework of which a large selection of the main

methods of teaching are described. Finally, selected methods and their alternatives are described in detail.

194. SCHOLZ, H.:

Sowjetische Auffassungen zum Problem der Unterrichtsmethoden unter besonderer Berücksichtigung der Unterrichtsmethoden für das Fachgeographie (The Soviet concept of teaching methods with special stress on teaching methods for geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 1, pp. 18-25. 5 tabs. 1 outline, lit. 6.

The article sums up the general concept developed by outstanding Soviet didacticicians and specialists in methodology as far as a definition, structure and assessment of teaching methods are concerned, with special stress on geography teaching. The subjects on which the article concentrates are the structure of the teaching lesson, marking pupils and how the subject-matter should be presented. Besides the theoretical aspects of the problem and the research done in this area in the Soviet Union, the author also discusses the practical use of the methods discussed on the basis of the example of a single teaching lesson, with comments concerning its place in the whole structure of the course.

1.103.1 Instruction methods from the point of view of
the source of information used

195. PAPÍK, M.:

Vztah vyučovací metody k zeměpisnému obsahu

(The relationship between the teaching method used and
the content of the geographical subject-matter)

Přírodní vědy ve škole, 32, 1980/1981, No. 8, p. 313.

The approach to geographical content requires a mastering of didactical work and the whole system of activities which are connected with the organization of the teaching process. For this reason dealing with the problem of the relation between teaching methods and the content of the subject-matter is very important. The modern didactics of geography require the active participation of the pupil, who is supervised by the teacher and the pupil's work on a specific assignment with the help of specific methods and media. In this way the pupil acquires new knowledge, skills and habits. The active and creative nature of the learning process can be assured only through a thoroughly prepared system of methods. The author then goes on to explain his own notion of teaching methods, its relation to the objective of the teaching process, etc., and above all to the content of the subject-matter being taught. He stresses the need to develop cognition through the induction method. Often a problem approach is used for this purpose. Besides expositions, also logical thinking, the reading of texts in the textbook, the use of statistical tables, demonstrations, etc. should all be made use of. On the basis of the example of the subject-matter taught in the 6th class concerning the climate of South America, the author demonstrates

the use of the problem method. The variability of the content of the subject-matter taught requires an alternation of teaching methods. Their combination depends on the content of the particular topic, the objective of the lesson and how well prepared the class is.

196. PULLINGER, H.:

Combining New and Traditional Geography: Two Ideas for O-level Teaching

Teaching Geography, 6, 1981, No. 4, pp. 151-155. 7 figs.

The article discusses the problem of the suitable combination of traditional concepts of geography teaching with some new approaches. The author chose two topics (the population distribution in Spain, the climate in Western Europe) which are part of the teaching syllabus in secondary schools for an O-level examination and cites in great detail their methodological aspects, from the point of view cited in the title.

1.10.3.3 Instruction methods from the point of view of pupils' learning

197. NOWACKI, W.:

Moja lekcja o Indonezji (My lesson on Indonesia)

Geografia w szkole, 24, 1981, No. 5, pp. 231-232.

Many educators attempt, by various methods and means, to make geography lessons more interesting for pupils. The author here describes a lesson he teaches on the geography of Indonesia which is certainly very interesting and attractive.

198. PAPÍK, M.:

Rozvoj aktivnej činnosti žiakov v problemovom vyučovaní
(The development of pupils' activities in problem
teaching)

Přírodní vědy ve škole, 33, 1981/1982, No. 1, pp. 35-38.

The new educational and teaching system requires an improvement in the factual content of instruction while at the same time improving the teaching and educational process. For this reason such methods, as well as forms and media should be used which will support an increase in pupils' activities and hence the effectiveness of the whole educational and teaching process. The traditional method of teaching geography devoted attention above all to the activities of the teacher and the process of teaching while the participation of the pupil in the teaching process was passive, without activity and a creative approach. In connection with the implementation of the new educational and teaching system the problems of pupils' activities are coming to the forefront. The author in this article concentrates on the outcome of endeavours to improve pupils' activities in class during the course of geography instruction in the 5th class. He attempts to analyse the existing situation and learning activities, as well as media and methods used in class. His findings indicate the degree to which the development of thinking, which is the outcome of interaction between the subject-matter being taught and the process of learning new knowledge, is dependent of the pupil's active participation. But very often cognitive activities are limited to mere reproduction. For this reason the author has attempted to study the relation of problem teaching, problem situations and the demands they make on the intellectual activities of pupils in the 5th class. The function of problem teaching was applied to the subject-matter

taught in the 5th class: The shape and variability of a landscape. The following methods were used: problem exposition, partial determination method, analysis. Within the framework of describing this experiment the author analyses the following terms: question, learning assignment, problem situation. In this way he deals with a number of topics taught in the 5th class geography course.

1.10.4 Examinations, assessments and the marking of pupils

199. BIELACK, I.:

Meine Meinung zur Kontrolle im Geographieunterricht
(My opinions concerning control in geography instruction)
Zeitschrift für den Erdkundeunterricht, 32, 1981, No. 1,
pp. 44-46.

A geography teacher here welcomes a discussion on the assessment and control of pupils and expresses his own opinions on this subject and on an article written by L. Barth in No. 4/5 on this journal (pp. 192-200), volume 32. In his opinion pupils should be constantly controlled, but by various methods, depending on the pre-set objective. He also devotes attention to homework, the preparation of papers which are presented in class and notebooks. He points out that the pupil should know the existing system of assessment and accept it. Thinking, a knowledge of facts and topography, homework, essays, notebooks and brief written tests should all be the subject of control.

200. FREY, K. - SOTADE, A.:

Zur Gestaltung von Kurzkontrollen im Geographieunterricht
(The place of brief examinations in geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 7,
pp. 278-283, 4 tabs., lit. 12.

The article discusses the authors' experiences with giving pupils brief tests, or assignments both in written and oral form. They are discussed in the context of the purpose they serve, how they should be planned by the teacher and the care which should be taken when they are given to pupils. 4 different examples are cited, one taken from the Soviet 5th class.

201. FUCHS, A.:

Weltkunde-Test für das 5. Schuljahr / HS (A test in the geography of the world in the 5th class of basic school)
Geographie im Unterricht, 6, 1981, No. 8, pp. 350-353.
2 maps, 4 graphs.

A three page test in general geography shows pupils' knowledge concerning the outlines of the continents and oceans, their ability to name the most important latitudes and climate zones and their characteristics, to describe a monsoon and a desert climate, the typical course of the weather and precipitations and the main human races according to pictures on 4 slides. The author suggest a marking scale of 1 to 6.

202. HERBST, H.:

Kontrollmöglichkeiten des topographischen Wissens in Klasse 5 (Opportunities for testing pupils' knowledge in topography)

Zeitschrift für den Erdkundeunterricht, 22, 1981, No. 5, pp. 203-205.

In the final examinations in the 10th class and during visits to classrooms the author has found that a lack of certainty in the topographical knowledge of pupils exists. In the article he provides 7 recommendations on how to overcome this situation, among others by working with a blind map.

203. KEMP, R.:

The Common Examination at 16

Teaching Geography, 6, 1981, No. 4, p. 158.

The author discusses a government project which concerns examinations in secondary school. According to the draft of this project, the existing two types of examinations (O-level and CSE) will be abolished and replaced by a so-called Common Examination. This examination will include two basic types of questions, one for the more capable student and the other for the less gifted student. Marks will be given on a scale of 1 - 7. The author cites a number of advantages and deals in detail with various problems which the introduction of the government draft will bring.

204. KOSTER, E.:

Pädagogisch-psychologische Fragen der Ausbildung von Kontrollhandlungen der Schüler (The pedagogical and psychological conditions for the systematic training of control activities by pupils)

Zeitschrift für den Erdkundeunterricht, 31, 1981, No. 6, pp. 230-236. Lit. 13.

The article deals with the pedagogical and psychological aspects of the systematic training of pupils towards control activities; this requires the forming of the relevant prerequisites in pupils for self-control and control of someone else. The author especially stresses the difference between forced and non-forced control and between preliminary, current and final control (inspection).

205. PALLASCH, W. - ZOFF, D.:

Neues von Methoden - Mannheim (Novelties from the "methodology elf")

Lehrmittel aktuell, 7, 1981, No. 6, p. 12. 3 figs.

The article makes various suggestions for verifying knowledge in pupils in the lower classes. Pupils can determine the quality of their knowledge themselves. In this process they should be free of fear; no stress situation should arise, when they themselves make up the questions. In such a case they will of course also know the answers. This method of assessment is in accord with the principles of team work, for groups of 4 - 5 pupils. Each group submits the same number of questions, which cannot be answered merely by "yes" or "no". The teacher then scrabbles the questions and distributes them or the pupils can pull them out of a bag. Some of the questions can be answered in writing, during a measured duration of time. For younger pupils the

version where members of various groups alternatively pull questions out of a bag and answer them orally are best. If a pupil is unable to answer a question, it can be passed to another member of his team, or it can be returned to the bag. The teacher assesses the quality of the answers and keeps accounts of correctly answered questions. In exceptional cases, when no one is able to answer a question, the teacher does so himself.

206. Rundtisch Gespräch zum Thema "Kontrolle im Geographieunterricht" (A roundtable discussion concerning the problem of "Control in geography instruction")
Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 4, pp. 160-170.

The article reports on a discussion which was held in Leipzig on the topic "Control in Geography Instruction". 16 experienced teachers and supervisors exchanged opinions and presented their experiences. The discussion concentrated on the content and variability of various assessment forms.

207. SCHMIDT, S.:

Mit guten Erfahrungen zu einer höheren Qualität des Geographieunterrichts (Positive experience contributes to improving the quality of geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 6, pp. 248-251.

The author, who is a district supervisor, here describes his experience, based not only on observations, but also on an analysis of statistical data pertaining to school-leaving examinations and meetings of teaching-subject committees at the district level. He devotes his attention to the organization of excursions and recommends a future agenda for teaching subject-committees devoted to an exchange of opinions and experiences.

208. SCHULZ, S.:

Erfahrungen mit mündlichen Kontrollen im Geographieunterricht (Experiences with oral examinations to verify geography knowledge)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 2/3, pp. 110-112. Lit. 8.

The author continues in the subject-matter begun in a previous article concerning this topic and stresses some of the opinions expressed by L. Barth, especially those concerning oral examinations. He cites examples of questions which deal with relations rather than mere facts. He recommends writing the question on the blackboard, so that pupils have it constantly before them. In the upper classes he recommends giving assignments for the presentation of papers to the class. This teaches pupils to explain and seek causes. He also recommends supplementing oral questions with the drawing of sketches and the making bulletin boards.

209. WINKLEWSKI, J.:

Test osiągnięć szkolnych w dydaktyce geografii (Tests in the didactics of geography)

Geografia w szkole, 34, 1981, No. 3, pp. 121-126. 10 tabs., 1 map sketch.

In recent years written geography tests have been frequently used in Poland to assess geographical knowledge. The majority of the tests have been prepared by institutes devoted to teaching methodology, but some teachers like to make up their own tests. The author discusses the negative aspects of using tests and at the same time provides examples of their positive use and how they should be used.

1.10.6 Problem teaching

210. ALLEN, T.:

Hints on Introducing Von Thünen

Teaching Geography, 5, 1979, No. 2, pp. 56-57.
2 figs., 1 tab.

In this article the author demonstrates that some complex theories can be taught in geography instruction, if they are suitably simplified. In this case the students in the final years of secondary school can study the relation between the allocation of land to growing some agricultural crops and the profits made from their sale on the one hand and their distance from markets on the other hand. The article contains methodological recommendations and problem questions.

211. KELLERSON, H.:

Didaktische Ansätze für die Behandlung des meeresgeographischen Problemkreises im Unterricht (The didactical contribution made by a problem approach to marine geography in instruction).

Geographie im Unterricht, 6, 1981, No. 2, pp. 70-76.
6 tabs., lit. 14.

For a long time the subject-matter of marine geography has received very little attention in instruction. And when problems concerning the seas were mentioned, it was usually only in an informative manner. The aim of this article is to distinguish, from the point of view of the didactics of geography, four ideal methods of teaching this subject-matter: the receptive, analytical, synthetic and integrating. At the same time the author recommends keeping in mind the regional principle and the problem orientation of instruction.

212. KLUCHANSKAYA, L.N.:

Problemye situatsii na urokakh ekonomichskoy geografii SSSR (Problem situations in lessons devoted to the economic geography of the USSR)

Geografiya v shkole, 48, 1981, No. 2, pp. 49-50.

The author demonstrates the utilization of the problem approach in teaching geography in the 8th class, where the topic called "A general economic and geographical survey of the USSR" is taught. The sequence of individual topics in this section of the teaching syllabus is as follows: Introduction, general characteristic of the national economy of the USSR, natural conditions and resources in the USSR, the geography of individual industrial branches, industry, the geography of agriculture and the geography of transportation. The author also indicates possible problem situations in various sections of the teaching syllabus, such as for instance: Why is there an aluminium plant in Volgograd? Why are there no metallurgical plants or blast furnaces in Moscow, Leningrad or Kiev?

1.11 Geography instruction media

213. KAYSINA, V.A.:

Is opita podgotovki k urokam didakticheskikh sredstv obucheniya (Some experiences with the preparation of didactical media for use in instruction)

Geografiya v shkole, 48, 1981, No. 1, pp. 44-45. 2 tabs.

In developing the cognitive activities of pupils, special attention should be paid to independent work by pupils in attaining new knowledge and skills. The author recommends the use of special cards for inde-

pendent work by pupils, which contain various information sources, such as journals, books, weeklies, the daily press, economic statistics and instructions for work with cartographical sources. Generally these cards can be used also for improving the ideological and political education of pupils. For this purpose there are cards with quotations from the works of the classics of Marxism-Leninism, which are linked to the political and economic content of geography instruction in schools. The pupils with the aid of these cards can carry out various assignments, as given by the textbook.

214. POPELOV, E.M. - MAKSIMOV, N.A. - KHOFKEV, I.A.: K voprosu o edinoi sisteme sholnikh kartograficheskikh proizvedeniy (Concerning the problem of a uniform system of school cartographic media)

Geografiya v shkole, 43, 1981, No. 2, pp. 38-39.

The authors discuss the system of cartographic media available for school instruction. They are at present used in many forms, beginning with the 3rd and ending with the 9th class and a large number are available: 750 to 800 ! The maximum educational effect of geography teaching depends on the quantity of maps used, but they are highly effective only when they form a suitable didactical system. For this reason the positive contribution made by various wall maps, school atlases and maps found in the geography textbook are stressed. The number of wall maps need not be increased, but the number of table-top maps, which the pupils can use directly, should be increased. Such maps can also be used during homework. According to the new concept of teaching aids, wall maps are only a supplementary medium. Also atlases of various regions are still not of good quality. The authors also discuss

some of the advantages and disadvantages of various atlases used and again stress the need to form a uniform system of geographical teaching media.

1.11.1 Language methods of instruction

215. BALOGH, B.A.:

Függat-e, vagy Délnyugat-Ázsia azonos-e a Közel Kelettel ?

(Are the names Western Asia and Southwestern Asia identical with the designation the Near East ?)

Földrajstanítás, 24, 1981, No. 3, pp. 92-94.

The author sums up opinions concerning the correctness and identity of the terms Western Asia, Southwestern Asia and the Near East. He sums up the development of these designations and recommends not mixing them up. The Near East should be used in a political connotation, while in the strictly geographical sense, the term Southeast Asia should be used.

216. ČAPEK, R.:

K experimentální učebnici zeměpisu pro 1. ročník

gymnasia (Concerning the experimental geography textbook for the 1st class of general education secondary school)

Sborník Československé geografické společnosti, 86, 1981, No. 3, pp. 223-224.

The author offers comments on the qualities of an experimental geography textbook for the 1st class of general education secondary school. In view of the fact that the content of the textbook differs greatly in various parts of the book, as well as its method of exposition, the author assesses each of its sections

separately. In conclusion he sums up experiences based on the first use of this book.

217. FRELICH, J.:

Jak pracuji s tiskem v hodinách zeměpisu (How I use the press in geography lessons)

Přírodní vědy ve škole, 33, 1981/1982, No. 2, pp. 77-78.

The author sums up his own experiences with the use of the press as the most timely source of information both for teachers and pupils. This information supplements the subject-matter taught in geography, serves to exercise pupils' orientation on a map and improves pupils' imagination. Work with the press must, however, be systematic and not only a formal obligation. It should form an integral part of the lesson's structure. The author has found it best to select material which concerns some essential problem concerning geographical aspects, political events, etc. Press material can be included at the beginning of the lesson, as an introduction to various chapter of the syllabus or in the final part of the lesson, when summing up. Short items can be included into the exposition. Items can be read aloud by pupils, by the teacher or perhaps played on a tape deck and supplemented with pictures. The follow-up of a specific news story can also be given to pupils as homework. The author cites specific examples of using this type of assignment.

218. JEISMANN, K.E.:

Internationale Schulbuchforschung /An international project to study school textbooks)

Zeitschrift des Georg-Eckert-Instituts für internationale Schulbuchforschung, 1, Nos. 1-2.

Braunschweig, G. Westermann 1979. 80 p.

Review: Puls, W.V.

Geographische Rundschau, 11, 1981, No. 2, p.78.

In the first issue of a new journal, the director of the institute which publishes it, K.E. Jeismann, provides a survey of the tasks and plans of a project for an international study of textbooks. The whole issue is devoted to Polish-German endeavours for understanding in the teaching of history and geography and changes which have occurred in opinions concerning Germany in the mass media of the United States. The 2nd issue of the journal has an article by Sperling concerning a survey of the cartographical approach to "historical German territories in the East" and the eastern border of Germany from an international-law point of view. In the author's opinion, school geography is in a position to contribute to mutual knowledge between both countries and thus to an improvement of mutual relations. He recommends this aspect also for study from the point of view of textbooks used in different countries.

219. LUKÁČOVÁ, A.:

Využití poznatků o RVHP na hodinách geografie v 6. - 8. ročníku základní školy (Utilising knowledge concerning the Council for Mutual Economic Assistance in geography lessons in the 6th to 8th classes of basic school)

Přírodní vědy ve škole, 31, 1979/ 1980, No. 9, pp.359-360.

The article serves to bring up-to-date the content of geography textbooks in all topics which concern problems of the international division of labour among the socialist countries and the activities of the Council for Mutual Economic Assistance.

220. NEBEL, J.:

Sprache und Vorwissen in Erdkundeunterricht (Speech and preliminary knowledge in geography instruction) Geographische Rundschau, 33, 1981, No. 8, p. 336.

A report on the course of the 5th symposium on the didactics of geography, held on March 4th to 7th, 1981 in Munich, which was chaired by prof. Birkenhauer, the chief of the Department of the Didactics of Geography at the Geographical Institute of the University in Munich. Dr. Oerter spoke about the development of speech in young persons, dr. Klotz spoke about specialised geographical expressions, prof. Birkenhauer spoke about differences in the speech of ten-year-old and eighteen-year-old pupils and W. Stroppe about the demands on language made by the textbook. Dr. M. Geiger spoke about the influence of television on pupils' preliminary knowledge, Dr. Sperling about children's imagination as it appears in the drawing of globes and maps. The next symposium will be devoted to a comparison in the didactics used in the East and in the West and the use of media and models in geography teaching.

221. PRUDDEN, H.:

Essay Writing at A-Level

Teaching Geography, 6, 1981, No. 3, pp. 108-109.

In the introduction the author points to some of the shortcomings of essays written in geography in the final two years of secondary school. Students are unable to divide their work in a logical manner and often concentrate attention on insignificant details. He then goes on to explain how students should approach the writing up of an assignment. In conclusion the role of the teacher in teaching students how to write essays is discussed.

222. RAKOVSKIY, S.N.:

K vosmomu izdaniyu uchebnika "Ekonomicheskaya geografiya zarubezhnykh stran" (Concerning the 8th edition of the textbook "The Economic Geography of Foreign Countries")

Geografiya v shkole, 48, 1981, No. 6, pp. 40-42.

Several months have elapsed since the publication of the 8th edition of the textbook cited in the title and already a number of changes have taken place, both in the world and in the USSR (a Congress of the Communist Party of the Soviet Union has been held), the development of the economic and social systems has taken place, instructions have been issued by the Central Committee of the Communist Party and the Ministry of Education concerning economic geography, Congresses of fraternal Parties have been held. At the same time the aggressiveness of the imperialists is increasing, we are witnesses to the imperialist policy of negotiating from a position of force, the struggle against the national liberation movement in Latin America, Asia and Africa is in-

creasing and a cooling off of relations between the USSR and the USA has taken place. Changes have also occurred in the developing countries. The article contains the most recent information on the economy of the world with which the existing textbook should be supplemented. On the basis of the example of Greece, the most important problems which exist in the capitalist world are demonstrated. Further information concerns Iceland, Vietnam and Laos, Cambodia and the new states of Vanuatu and Belize, where more detailed information is provided, since they are not in the textbook .

223. REIMERS, M.:

Der Anzeigenteil der Zeitung im Erdkundeunterricht

(Classified advertisements in the local newspaper in geography instruction)

Geographie im Unterricht, 6, 1981, No. 10, pp. 439-445.
4 tabs. 5 graphs., 2 maps, 1 fig.

The author describes how for the topic in social geography called "housing" she makes use of classified advertisements in the newspapers in the 7th class of a general education secondary school in Hamburg. In the author's opinion, pupils in this way learn about social groups and are able to achieve an understanding of the influence of the environment upon the life of people. The pupils collect classified ads for housing and make up tables. They determine the site and size of the housing in question, the occupation and social origins of the advertiser, the infrastructure in the vicinity of the housing, etc., as well as the frequency of specific requirements and the geographical distribution of the housing in question. The author recommends alternating the subject-matter of these projects, which can also be given as homework.

224. TARABKOVÁ, J.:

Historické přeměny obsahu zeměpisného učiva v 5. ročníku základní školy (The historical transformation of the content of the ^{geography} subject-matter taught in the 5th class of basic school)

Přírodní vědy ve škole, 31, 1979/1980, No. 9, pp. 357-358.

The article describes the experimental textbook for geography instruction in the 5th class of basic school, which is analysed in detail. The second part of the article deals with the Methodological Handbook for Geography in the 5th class of Basic School (published by SPN in Prague and Bratislava in 1980).

225. WAHLA, A.:

Metodická příručka k učebnici zeměpisu pro 5. ročník ZŠ (A methodological handbook to accompany the geography textbook for the 5th class of basic school)

Přírodní vědy ve škole, 31, 1979/1980, No. 7, p. 280.

Just as the civics textbooks for the 3rd and 4th classes, so also the geography textbook for the 5th class of basic school is accompanied by a methodological handbook, written by A. Wahla and S. Flach. The author stresses the comprehensive nature of the geographical education offered by basic school, beginning with the civics course in the 3rd and 4th classes, up to the geography curriculum proper from the 5th to the 8th class. He also devotes attention to the problem of properly linking the geography curriculum for the lower and upper classes of basic school. After the publication of this handbook, teachers will eagerly be awaiting similar handbooks for further classes.

226. WHEELER, J.O. - SLACK, J.P.:

An assessment of recent college textbooks in introductory human and regional geography

Journal of Geography, 80, 1981, No. 7, pp. 249-254.
4 tabs.

The rapid increase in the sum of knowledge contained in human geography, as well as regional geography, have led to numerous changes in textbooks; thus the modernisation of geography textbooks is a continuing process. The authors have chosen a total of 24 US textbooks which they subject to a detailed analysis. They set for themselves a uniform criterion for assessing their content: how modern they are and how well they are written. For the purpose of the study they chose 5 topics: applied geography, political aspects, the solutions to important geographical problems and human behaviour in relation to social efficiency. The findings are very interesting and indicate that different textbooks approach the problem of modernisation in various ways and that they to an increasing extent deal with problems of the social aftereffects of human activities.

227. ZIEGLER, R.:

Bemerkungen zum didaktisch-methodischen Wert des Fachwortes in Geographieunterricht (Comments on the didactical and methodological value of specialized terms in geography instruction)

Geographische Rundschau, 33, 1981, No. 8, pp. 332-333.
1 tab.

The effectiveness of geography instruction in the FRG suffers from a lack of coordination between various parts of the geography curriculum. There are no logical links between the courses taught in various

classes. New textbooks attempt to include specialised terms. For the 5th and 6th classes the author has put together a table of definitions and recommends that pupils keep little dictionaries of simple and clear definitions, which should be learnt.

1.11.2 Objects, processes and human activities in an actual context as teaching media

228. BALOGH, B.:

Tartalmi és módszertani megjegyzések az új, III. gimnáziumi fakultatív földrajztankönyv gazdaságföldrajzi témaköréhez (Comments of the content and methodology of economic geography topics for the new elective course in the 3rd year of general education secondary school and the textbook for this course)

Földrajstankönyv, 24, 1981, No. 3, pp. 65-71.

The elective geography course taught in general education secondary schools in Hungary has not been sufficiently verified. The textbook for this course has the following chapters: The natural and social conditions for industrial production; The natural and social conditions of food production; The infrastructure and the international division of labour. The article contains a number of various recommendations concerning the methodology of teaching this course and using the textbook, as well as the use of non-geographical source material. Stress is placed on group instruction of various topics.

229. BENZING, A.:

Der rollende UNIVERS GLOBUS mit neuen Zeit-Arenal- und Entfernungableser (A rotating UNIVERS globe with a new method of calculating changes in time zones and distances)

Geographische Rundschau, 33, 1981, No. 2, pp. 76-77.

The firm Scan-Globe is offering, under catalogue no. DK-46-22, a new school globe. The instructions for its use were written by Dr. J. Newing from the Pedagogical Faculty in Kiel. The globe does not turn only around its axis, but can be turned in all directions. The 30 cm sized image of the Earth looks like a satellite photograph and has a replaceable globe which indicates the outlines of countries and basic geographical networks. The hemispheres are made of plexiglass and time is shown on a time gauge which surrounds the globe. By turning the globe we can determine the distance between any two points of a special scale. A planimeter makes it possible to measure surface areas. The shortcomings of the globe are that it is noisy, all measurements are only approximate and the scale is derived from two different ellipsoids.

230. ENGEL, J.:

12 mal Geographieunterricht. Raumwissenschaftliche Bildung in Unterrichtsbeispielen (Twelve times geography instruction. Creating a theory of spatial allocations with games played in class)

Bad Heilbrunn, Julius Klinkhardt 1979. 172 p.

Review: Volkmann, H.

Geographische Rundschau, 33, 1981, No. 2, p. 77.

This volume makes more specific the didactical concept described in the book "From Geography Towards an Education in Spatial Allocation". Each part contains

suggestions on the organization of class activities and also the experiences of the authors in this aspect. Various methods for activating pupils are suggested, which are very rarely used in German schools. In fact this is an adaptation of the American HSCP system. Stress is placed on development problems, which however, do not allow too much activation of pupils who usually only listen to the geographical information. Hence the method is not successful and only provides a stimulus to discussions on the subject.

231. ROTH, E.:

Das Eigendia im Sachunterricht (Self-made slides in factual education)

Lehrmittel aktuell, 7, 1981, No. 6, pp. 18-20. 10 figs.

A static and only visual teaching medium which the slide is, may seem obsolete and inferior at a time when audiovisual media predominate. Nevertheless, the slide has its advantages and it very well supplements other teaching media; the advantage of slides is also in the fact that they tend to activate pupils' attention because they require oral comments. Another advantage is their simplicity, availability and low cost. They provide pupils with a view of places where they are unable to go. Slides can be shown in various series and grouped according to need. The article also describes how children can make their own slides.

232. SEYBOLL, H.:

Neue Unterrichtsmaterialien zur Umwelterziehung

(New teaching media for education towards environmental conservation)

Lehrmittel aktuell, 7, 1981, No. 6, pp. 21-25. 1 fig., lit. 5.

The article describes new teaching aids for topics which take up a number of lessons. The first set is called "The place of the crime - the river Rhine" and concerns measures against water pollution; a second set is called "Noise from an airfield" and is against noisy environments. A third set deals with nature conservation and a fourth again with water pollution. The sets are usually composed of instructions for the teacher, workbooks for pupils and films or slides.

233. TUPÍ, K.:

Učební pomůcky v podmínkách didaktické strategie

(Didactical aids in the context of didactical strategies)

Učební pomůcky ve škole a v osvětě, 21, 1982, no. 7, pp. 99-101.

According to the author's definition, a didactical strategy is one where a teacher purposefully chooses a teaching method, as well as procedures for use in class and forms of work which make use of such aids which contribute to an effective educational and teaching process. On the basis of examples concerning the teaching subjects Czech and civics he demonstrates how to make a teaching lesson interesting through various teaching media and aids.

1.11.3 Teaching aids which do not require the use of technical instruction facilities. Games.

234. ALLEN, R.F. - LA HART, D.E.:

Critical Thinking Skills and Energy: Using Energy Error Cards in Geography Lessons

Journal of Geography, 80, 1981, No. 2, pp. 64-70. 8 figs. 1 tab.

The article deals with how to teach critical thinking to students. The authors acquaint readers with their own methods: they have designed 12 cards, each with a brief text containing factual errors. The task of the student is to find the error. In this specific case the cards containing errors concern energy sources and the energy crisis.

235. AUTY, R. - DUTTON, R.:

Sucrose

Teaching Geography, 2, 1980, No. 4, pp. 158-162. 3 tabs.

Another in a new series of articles concerning the use of games in simulating real situations in secondary school geography courses. In this case the place of the game is a hypothetical island in the Carribean, the students take on the role of a manager of a sugar refinery, which processes the local sugar cane. The task of the manager is to achieve the best financial outcome. In conclusion the article contains some important data on the development of the sugar refining industry on Jamaica.

236. BAKER, S.:

A Classroom Simulation of Aerial Photography

Journal of Geography, 80, 1981, No. 1, pp. 7-10. 5 figs.

Usually students encounter problems of aerial photography only in a theoretical context, in the classroom.

The author acquaints us with a project which requires a camera, several wooden blocks of different shape and other simple aids which make it possible, to a certain extent, to simulate actual aerial photography. The main contribution made by the exercise is the practical work done by the students.

237. BALOGH, B.A.:

Néhány idősebbi megfigyelés a szemléleti és a logikai térképolvasás módszereiben (Several timely comments concerning the logical and ostensive method of map reading)

Földrajstanítás, 24, 1981, No. 2, pp. 33-36.

An analysis of various problems connected with forming in pupils skills in map reading. The ostensive method is simpler but usually it does not answer the question why. The logical method is more demanding, but the deductive method which it employs can lead to faulty conclusions if the general context of the problem is not known. Doubtlessly the logical method is a higher form of map reading, but should not be overestimated.

238. BARINOVA, I.I.:

Obuchenie priema ohteniva karty v kure V. klassa

(A study of map reading methods taught in the 5th class course)

Geografiya v shkole, 48, 1981, No. 1, pp. 30-32.

Map reading is an important skill which should be acquired in geography instruction. Pupils should

learn how to use a map and to read the required information from it. Not only geography teachers, but also history and biology teachers need to know how to read a map. Maps thus have a very special place in geography teaching. Information gained from schools indicates that pupils do not know how to use maps or atlases properly, they do not know how to find specific objects on a map or read their basic geographical data. The article concentrates on the methodology of teaching pupils to use a map and to answer such questions as: In which hemisphere is a specific sea found? The shores of which continents does it wash? With which oceans does it neighbor? Which straits provide it access to an ocean? How big is a sea, on the basis of its coordinates and a comparison of its size with other seas? What are the specific aspects of the sea bottom, as determined by its relief on the basis of a depth scale? How are the average depth of a sea and its maximum depth determined? What currents does the sea have? All these questions belong to the topic The Hydrosphere and each of them requires that the pupils use a map in a creative manner.

239. BOGDANOVA, A.A.:

Metodika raboti s konturnimi kartami v kurse fizicheskoy geografii SSSR (The methodology of work with a contour map in the course on the physical geography of the USSR)

Geografiya v shkole, 48, 1961, No. 5, pp. 38-42.

In the physical geography course taught in the 7th class of Soviet schools, basic terms and the system of knowledge concerning natural conditions, natural resources and characteristic natural phenomena are taught. Instruction concentrates on nature

conservation and the rational utilization of natural resources in the interests of society. In class work, pupils are led towards practical exercises with contour maps in the course of explaining new teaching material and when repetitions of what has been taught take place. Assignments are given to clarify the relations which exist between natural components of a territory and what needs to be done to assure the conservation of waters, flora and fauna, as well as whole natural entities. The author demonstrates such exercises with contour maps of the USSR on the basis of specific examples. Individual topics are described in detail. Examples of assignments include the following: Outline the borders of the USSR in red, indicate the extreme points of the USSR. Draw in the borders of the socialist countries which have common borders with the USSR in pink and capitalist countries in blue. Indicate which countries does the USSR border with in Europe and with which in Asia. Indicate which countries does the USSR border across seas. Specify the length of the Soviet Union along 60° longitude in kilometers and degrees. Determine the width of the Soviet Union along 60° northern latitude in kilometers and degrees.

240. BOGDANOVA, A.A.:

Samostoyatelnye i prakticheskiye raboti po konturnym kartinam v kurse geografii meterikov (Independent and practical work with contour maps in the geography of the continents)

Geografiya v shkole, 48, 1961, No. 3, pp. 43-46.

In the 6th class the teaching syllabus for geography includes basic knowledge concerning the natural conditions, resources and population of individual continents. The author demonstrates how in this course contour maps can be made use of. She recommends

assignments not only for the reproduction of data, but also tasks which aim at discovering various relations between natural phenomena, such as for instance the relation between the relief and the flow of rivers, the relief and useful minerals and rocks, between the relief and the incidence of specific flora and fauna. This is practically demonstrated on the basis of the topics The relief and the climate of the Earth; Climatic zones in Africa; The relief of Africa; Useful minerals and raw materials in Africa; The climate zones found in Africa and The lakes and rivers of Africa.

241. CROWLEY, R.G.:

The Isolated Estate: An Agricultural Location Game
Journal of Geography, 79, 1980, No. 6, pp. 230-234.
4 tabs., 1 fig.

The author in this article describes in great detail how in the form of ^agame students can be taught some of the aspects of the functioning of the Von Thünen model of utilisation of agricultural land. The whole class can participate in the game in which each student plays the role of a tenant farmer and the teacher plays the landowner. The duration of the game is not limited.

242. CSENDES, L.:

Iskolai Térképek az oktatás szolgálatában (1890-1945)
(School maps in the service of education - 1890-1945)
Földrajstanítás, 24, 1981, No. 3, pp. 72-79.

A very informative and interesting survey of the production of school maps in Hungary from the beginning of the twentieth century until the end of World War II.

243. DODSWORTH, T.:

Practical Uses of Census Enumerator Information for
Classes Aged 11 - 16

Teaching Geography, 7, 1981, No. 1, pp. 32-36. 8 figs.

A census is carried out in Britain every 10 years.

The census reports are freely accessible after 100 years have elapsed. The author here suggests a model for a geographical and historical research project for 11 - 16 year old students, who are able to study the census documents beginning with 1841 for each 10 year period and make up tables and graphs to show average data concerning the size of households, number of children in families, the age and structure of the population, a sample of occupations, migration trends, etc. On the basis of comparisons with contemporary data, conclusions can be drawn concerning the size of towns and settlements, changing migration patterns, changes in the age structure of the population, changes in occupations, etc. The author describes diagrams which can be made, as well as tables and maps. The project is designed in such a way that both younger and older students can participate.

244. FRENCH, W.W.:

Using 1 : 50 000 Maps in "Third World" Studies

Teaching Geography, 5, 1979, No. 2, pp. 71-73. 1 fig.

In the introduction the author stresses that maps are the basic tools of geography. Teaching students to use a map should receive much attention and time and learning should proceed from the simple to the more complex. A map or a series of maps not only provide a great deal of information about a specific territory but also make it possible to understand various relations. In the form of questions for pupils the author provides a detailed methodological instruction on how

to use the map of a single district in Malawi and how to make comparisons with the student's home district. In conclusion the author addresses comments to the teacher.

245. FROST, L.:

Word Games

Teaching Geography, 6, 1981, No. 3, pp. 140-141.

Besides cross-word puzzles, also other word games can be played in a geography lesson. The author describes one such game in detail. These games are popular with students and they have a highly motivating effect for learning geography.

246. HENNINGS, G.:

Understanding Time-Space Relationships Through Map Construction in the Elementary Grades

Journal of Geography, 80, 1981, No. 4, pp. 129-131.

How long does it take you to get to school or to go shopping? Which is the most rapid: to walk, go by tram, bus, or underground? Can the trip be made more quickly in the morning, at noon or in the evening? The article describes a large number of various activities which make it possible for students to achieve an understanding of the relation between space and time. They gather data concerning their own experiences and use it for drawing up regional or local maps in which both distances and routes are drawn and into which time readings can be written. In this way they learn that time is a precious commodity, which can be economized by choosing the correct route, time of day and use of transportation medium. This is an interesting project, which is highly educational.

247. Kabinet dynamogeologických rarit (A showcase of dynamic geological rarities)

Věda a technika mládeži, 16, 1982, No. 9, pp. 272-273.

Drawings by Rudolf Hileký and the accompanying text show various shapes which develop in sandstone due to the force of the wind.

248. KAPADIA, R.:

Statistics for Geographers

Teaching Geography, 6, 1981, No. 4, pp. 161-162.

Statistical methods are broadly used in all fields of science. Geography is no exception. In schools, however, mathematical aspects are stressed, while practical uses are usually overlooked. The author cites several specific examples of the use of statistical methods and statistical data in school assignments for 11- to 15-year-old pupils.

249. KARKOŠ, J.:

Použití astronomických pomůcek ve vyučování zeměpisu

(The use of astronomical aids in geography teaching)

Přírodní vědy ve škole, 11, 1979/1980, No. 6, pp. 277-278.

Juraj Čomóri, the director of the small observatory Urania in the town of Rožňava, together with his collaborators, has designed and made an aid called a world watch, which makes it possible to determine the time of day anywhere on Earth. Essentially this is a map of the Northern hemisphere, with the North Pole in the middle. Latitudes, in the form of radiuses of circles which represent parallels, run through various continents and through various time zones, so that areas in the vicinity of these radiuses always have the same time zone. On the other

side of this aid there is a table with important data concerning the individual planets of the solar system. J. Gümri has also designed other teaching aids, such as the "Solar System in Tables" and maps of the night sky providing the names of constellations. All are very useful for teaching the subject-matter of mathematical geography and the position of the Earth in space.

250. KATONA, L.:

Időjárásjelző lombik (A dish for determining the weather)
Földrajstanítás, 24, 1981, No. 3, pp.88-89.

A methodological description of a simple apparatus for weather forecasting on the basis of using various chemical solutions. The topic is not related directly to geography teaching.

251. MASON, L.:

Farm Consolidation

Teaching Geography, 3, 1980, No. 4, pp. 154-156. 1 fig., 3 tabs.

The author discusses the use of games in simulating real situations for geography instruction in secondary schools. In this case, students are asked to suggest measures to increase the income from their farm by consolidation, i.e. by bringing together all the land owned into a unified whole. The article defines the rules of the game and provides methodological instructions for the teacher.

252. McMURTRIE, D.:

Adapting Rex Walford's Bus Service Game to Another Area: Southwest Scotland

Teaching Geography, 5, 1979, No. 2, pp. 64-65. 1 fig., 1 tab.

The article is an introduction to the use of a transportation game (bus service) for teaching regional geography. In spite of the fact that the main aim of this game is to achieve an understanding of relations between the structure of the transportation network and the size of settlements, it is also possible to include the influence of natural conditions and economic aspects.

253. PAUZOVÁ, A.:

Nové obrazové soubory pro zeměpis (New sets of pictures for geography instruction)

Přírodní vědy ve škole, 32, 1980/1981, No. 5, p. 200.

Information concerning two new sets of pictures published by Státní pedagogické nakladatelství, Prague: the first is called "Soviet Central Asia" and is the work of I. Bišfk, and J. Votýpka. It acquaints pupils with the natural conditions, economy, life and work of the population in the Central Asian Republics of the Soviet Union. The set contains photographs in black and white and in colour, as well as maps and should be used in teaching the geography of the USSR. The second set was prepared by A. Obermann and is called "Discoveries on the Seas and Continents". It is designed for use not only in geography, but also in history and deals with the most important geographical discoveries of the past. Each set includes two maps and a number of pictures.

254. PAUZOVÁ, A.:

Učební pomůcky pro zeměpis v 7. ročníku (Teaching aids for geography in the 7th class)

Učební pomůcky ve škole a v osvětě, 21, 1982, No. 8, pp. 120-121.

The author provides a survey of new teaching aids published within the framework of the series "Helping Teachers in the Upper Classes of Basic School". It includes the followings: Surveys of World Outputs: a set of 20 wall charts concerning the world-wide production of important products; Production by the Member Countries of the Council for Mutual Economic Assistance: a set of 7 wall charts in the form of carto-diagrams; The European Socialist Countries: a set of 68 colour slides providing a survey of natural and economic conditions in these countries; The European Capitalist Countries: a set of 68 colour slides - a survey of the natural and economic conditions of these countries; The Landscape and the Environment - part I and part II.: colour slides concerning basic types of landscapes as an important component of the environment.

255. POSPELOV, Z.M.:

Školniye atlasy i karty na XXIV mezhdunarodnom geograficheskom kongresse (School atlases and maps at the 24th International Geography Congress)

Geografiya v shkole, 40, 1981, No. 2, pp. 67-68.

At the 24th International Geography Congress held in Tokyo in 1980, an international and Japanese national exhibition of cartography was held, where atlases and other teaching aids for geography were shown. The exhibition made it possible to compare the quality of these basic teaching aids for geography

produced in different countries. The largest number of exhibits were comprehensive atlases providing information on the physical, social, political and economic situation in various parts of the world. Such atlases are meant for several years of instruction. In the USSR such an atlas was published in 1979. Throughout the world there are very few smaller sized atlases published only for a single class. Such atlases are usually incomplete, with no introductory notes or comments. In some countries geography and history are combined into a single atlas. Regional atlases are produced by some countries, for instance Canada has an atlas for the province of Alberta which has 70 - 80 large pages. Atlases from the FRG and Japan contain a large amount of information. In some countries two versions of an atlas are published for various types of classes. Many atlases are accompanied by separate methodological handbooks or manuals for teachers. Also workbooks for pupils for use in geography lessons were exhibited; some of them included small maps for pupils' independent work in class or as homework. Wall maps were represented at the exhibition to a smaller extent. One firm from Japan showed relief maps on a scale of 1 : 250 000, on 45 sheets. Australia, Canada, Great Britain and Czechoslovakia exhibited maps for the blind.

256. RICHARDSON, O.:

A Brickworks Location Game

Teaching Geography, 4, 1979, No. 3, pp. 100-102.

1 tab., 3 figs., 1 photo.

The author first discusses the problem of brickworks locations in Great Britain. On the basis of examples he demonstrates how this problem can be ex-

plained to 11-12 year old pupils in secondary school. Stress is placed on the problem of a general approach - the pupils themselves should examine the relation between the location of the brickwork and the development of the transportation network, the location of clay sources, etc.

257. ROBINSON, R. - BOARDMAN, D.:

How Data Can Help in the Sixth Form

Teaching Geography, 4, 1979, No. 3, pp. 117-121. 5 figs.

A computer has been used to produce a teaching aid called "Data in Geography" for teachers and students in secondary schools. Each topic included into the project (such as for instance cities, river basins, etc.) is provided with a relatively independent data unit which includes maps, diagrams and tables on a specific subject. The purpose of the teaching aid is not to replace textbooks, but rather to supplement them. Stress is placed on spatial relations, aspects concerning the landscape, the solution of problems, the construction of hypotheses and their verification.

258. ROTHE, G.:

Erfahrungsbericht zum Einsatz des Sandkastens im

Geographieunterricht der Klasse 5 (Report on experiences with the use of a sandbox in geography teaching in the 5th class)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 12, pp. 476-478, 3 photos, lit. 3.

The author cites the teaching syllabus, which requires the use of three-dimensional teaching aids in geography instruction to produce correct proportional notions. The teaching syllabus mentions the use of a sandbox as an example. In the district of

Flöha an exhibition was mounted, called "Profiles" which helps to fulfill this task. The author of the article made models ahead of time and then used them in lessons, which are described in detail in the article. He was able to verify the usefulness of the models with a written test given to pupils.

259. RUI, J.:

Některé zkušenosti s používáním nástěnných map
a produkce MDR při výuce zeměpisu na gymnáziu

(Some experiences with the use of wall maps made in the German Democratic Republic in geography instruction in general education secondary schools)

Přírodní vědy ve škole, 32, 1980/1981, No. 10, pp. 393-394.

Maps will always be irreplaceable in geography instruction. Our schools are regularly supplied with wall maps made by the Czechoslovak enterprise Kartografie, n.p. However, the list of wall maps produced by this source does not cover the whole subject-matter of the geography teaching syllabus. The author here describes his experiences with using wall maps made in the German Democratic Republic, which are of a very good quality and provide rapid orientation. They cost between 180 and 240 Czechosl. Crowns and are delivered within 5 months after ordering. Any foreign language bookshop in Czechoslovakia will accept orders, as well as the Cultural and Information Centre of the G.D.R. in Prague. These maps can very well be used not only in the 4th class (and in the 1st class according to the experimental teaching syllabus), but also in the 1st and 2nd classes when regional geography is taught. The author describes a total of 14 maps for general physical geography; one of the (in his opinion) best maps is described in detail (it is called Die

Erde - Klimazonen). For teaching general economic geography he recommends another 7 maps - again he describes a single map "Landwirtschaftsgebiete der Erde" in detail. At present, when all schools are preparing to work according to the Project for the Further Development of the Czechoslovak Educational and Teaching System, the problem of having a sufficient number of wall maps, as well as other teaching aids, is becoming increasingly important.

260. SALISBURY, H.G. - VAN OTTEN, G.A.:

Simulated Agrobusiness: An Educational Game

Journal of Geography, 80, 1981, No. 1, pp. 22-26.

3 figs., 2 tabs.

The author briefly indicates the main problems of agriculture in the USA in recent decades and especially explains the increasing size of farms, accompanied by their decreasing number. In the geographical game described, students become individual farmers, whose aim it is to have a prosperous farm. They are asked to solve the same type of problems that real farmers must deal with in order to survive. They learn to make decisions and choose among various alternatives, under conditions of perfect competition.

261. SIDOR, S.J.:

Priyemi raboti so statisticheskimi pokazatelyami v prepodavanii ekonomicheskoy geografii SSSR (Methods of working with statistical indicators in teaching the economic geography of the USSR)

Geografiya v shkole, 48, 1981, No. 3, pp. 50-51.

The importance of economic indicators in instruction is in the fact that they are specific. Economic geography studies the laws governing the development

and allocation of the population and economy of the whole world and of individual countries and their natural and economic regions: it thus uses constantly changing magnitudes and data. The objective of economic geography is to teach pupils to understand economic indicators and to be able to analyse them, as well as to utilize them in solving various problems. The basic directives for the economic and social development of the USSR in the period 1961-1985, as well as for the period up to 1990, provides teachers with extensive material which can be practically utilized in various teaching lessons. It is, however, necessary to keep in mind that in instruction only basic material, important for the clarification of the economic relations being discussed, is used and that this method is not exaggerated. The new geography textbooks make extensive use of economic indicators.

262. SIWULSKA, M.:

Mapy turystyczne jako pomoc dydaktyczna (Tourist maps as a didactical aid)

Geografia w Szkole, 34, 1981, No. 2, pp. 89-92.

As is generally known, school wall maps, in view of their scale, are rather poor in content. When teaching subject-matter pertaining to the close vicinity of the school or concerning various industrial regions, mountain ranges, etc. tourist maps can be very useful. Besides interesting examples of the use of these maps, the author also provides a survey of 18 tourist maps which are readily available, all of which were published in the course of 1980.

263. WAGNER, E.Z.:

Didaktisch-methodische Aspekte des Einsatzes von Luftbildern im Erdkundeunterricht und in Erdkunde-schulbüchern der Orientierungsstufe (Didactical and methodological aspects in using aerial photographs in geography instruction in the lower classes of secondary school)

Geographie im Unterricht, 6, 1981, No. 4, pp. 126-136.
1 tab., lit. 20.

Pictures of the Earth's surface taken from airplanes or satellites have been frequently appearing in geography textbooks. However, their use makes great demands upon pupils, because their interpretation is not easy and is included into the teaching syllabus of the upper classes of secondary school. An aerial photograph must in all cases be confronted with a map and interpreted with the aid of sketches. In conclusion, the author cites examples from existing textbooks.

1.11.4 Technical instruction facilities including teaching aids designed for them

264. BATOROWICZ, Z.:

Telewizja jako środek nauczania geografii (Television as a geography teaching medium)

Geografia w Szkole, 34, 1981, No. 1, pp. 25-29.

In Poland television as a medium for geography instruction has an increasingly important role to play. The number of television programs for various classes and types of schools are increasing. But many of these programs suffer from a number of drawbacks

(of a factual nature, incorrect geographical terminology is used, the language used is not adequate, etc.). The author discusses the most important negative aspects of these programs and makes several suggestions for their improvement.

265. BEWCLOSKI, J.W.:

The use of weather satellite imagery in teaching the characteristics of tropical cyclones: the example of Hurricane David

Journal of Geography, 80, 1981, No. 6, pp. 204-216. 11 figs., 1 tab.

The use of weather satellites has greatly increased in recent years. Their photographs are seen daily on TV screens in weather forecasts. These photographs can, however, also be used very well in geography teaching and for acquainting students with important atmospheric phenomena. The article describes the use of these photographs (from a synchronous weather satellite - SMS) for a study of hurricane David (from 29.8.1979 to 6.9.1979), its development, chronology and course. The students first reported on items found in the daily press on the hurricane, then they analyzed the satellite pictures which showed individual stages of the hurricane, its direction, diameter and the areas which it covered, as well as its so-called turning point and the speed of its horizontal movement. The students also became acquainted with the theoretical aspects of hurricanes and their development; they begin over the surface of the sea between 5° and 25° Northern latitude. They accumulate energy from latent condensation heat, which is freed and causes warm and humid air to rise in a spiral which turns from right to left around the centre

of the storm, in the northern hemisphere. Hurricanes form over the ocean where the surface temperature of the water is 27°C . They develop only in the period between June and November. As soon as a hurricane reaches the mainland it begins to die, because the conditions for its development and continuation (lower evaporation of water, a decline in temperature) occur. In the eye of the hurricane there is a windless zone around which a spiral-like zone of heavy rainfall forms (cumulus and cumulonimbus clouds). The diameter of a hurricane is approximately 350 miles.

266. BIRKENHAUER, J.:

Arbeiten mit dem Tobidiascript (Work with a "tobi-diascriptor")

Geographie im Unterricht, 6, 1980, No. 12, pp. 511-516.
11 figs.

The author first describes this special instrument, which is used to project slides of all types, as well as drawings. It is very variable and simple to use and makes it possible to stress essential aspects of a landscape, city, satellite photograph, etc.

267. BRA MEIER, U. :

Der Einsatz des Arbeitsprojektors im Erdkundeunterricht
(The use of an overhead projector in geography teaching)

Geographie im Unterricht, 6, 1981, No. 9, pp. 376-392.
1 map, 9 figs., 2 tabs., lit. 18.

The author first describes the advantages of an overhead projector and explains how the instrument should be used on the basis of specific teaching examples. He comments in detail the use of the projector, especially in the early stages of instruction,

as well as in its subsequent parts. In the final part of the article transparencies are discussed.

268. COOKE, N.L. - HERON, T.E. - HEWARD, W.L.:
Teaching Geography in the Visual Response System
Journal of Geography, 79, 1980, No. 7, pp. 253-258.
4 figs.

The authors sum up their own experiences in teaching some sections of the geography course with the aid of a visual response system. In a specially equipped classroom the teacher's desk had a control panel and each student's desk a screen, on which students enter their answers. These answers can also be followed by other pupils. This type of instruction is very productive and has been verified under ordinary conditions.

269. FROMM, W.:
Fernsendungen für den Geographieunterricht in Klasse 5
(Television broadcasting for geography instruction in the 5th class)
Zeitschrift für den Erdkundeunterricht, 33, 1981, No.7, pp. 284-285.

The article describes the objectives and tasks which the autumn programs of school television broadcasts have for 1981 in the area of geography. The content and structure of individual programs are described and various recommendations made for teachers for their utilization.

270. HAUBRICH, H.:

Transparente und Kopiervorlagen zu aktuellen Unterrichtsmaterialien (Transparencies and hard copies used as current teaching material)

Geographische Rundschau, 33, 1981, No. 11, p. 492.
20 figs.

Making teaching aids for use in geography instruction is important in order to incorporate current topics and thus keep class work up-to-date, so that pupils and teachers do not have to seek current material in various sources. For geography a series of transparencies have been produced, which make it possible to organize group work, as well as the work of individuals. The transparencies contain texts, outlines, maps, diagrams and sketches. The author describes in detail a 20 page set of transparencies which deals with the North-South conference held in Mexico and other materials concerning the economies of the developing countries.

271. CHODORPWSKA, W.:

Szkolne programy telewizyjne w roku szkolnym 1981/1982

(School television programs for the school year 1981-1982).
Geografia w szkole, 34, 1981, No. 4, pp. 177-178.

Besides a number of radio programs, teachers now have available for the school year 1981/1982 a number of television programs for geography instruction in Poland. A total of 50 programs have been prepared for this purpose, approximately 10 for each class of basic school (from the 4th to the 8th grades). Just as in radio programs, here also the exact date and hour of each program is cited together with its subject-matter, so that all teachers can prepare in advance for watching the program.

272. JONIEL, B.:

Wzory dydaktyczne obserwatorium meteorologii i klimatologii Planetarium Śląskiego w Chorzowie

(The didactical value of an meteorological and climatological observatory - the Silesian Planetarium in Chorzowie)

Geografia w Szkole, 34, 1981, No. 1, pp. 38-43.

The Silesian Planetarium in Chorzowie, in view of its equipment, is a unique laboratory for pupils from all types of schools. The author discusses various opportunities for making use of the observatory for geography instruction. For improving the effectiveness of this type of excursion it is necessary to carry out adequate preparation in school before the excursion itself. For this purpose the author recommends the organization of simple meteorological stations on school plots of land or in the close vicinity of the school.

273. KASATKINA, L.A.:

Televideniye - v pomoshch shkole (Television as an aid to school teaching)

Geografiya v shkole, 48, 1981, No. 5, pp. 71-75.

The department for popular science and school programs of the Central Television Station of the USSR also broadcasts programs aimed at school geography lessons. The author describes the program for the school year 1981-1982; individual programs are aimed at the 5th to 8th classes and each is 30 minutes long. The article contains information for teachers so that they are able to better make use of TV broadcasts for schools. This information includes the topic and subject-matter of the program, suitable teaching methods are recommended and various prob-

lems described. For the 5th class the programs concentrate on the history of geographical discoveries, volcanoes, warm springs and mountain ranges. Topics for the 6th class include the African world of flora and fauna on the savannahs, the flora and fauna of Australia, the present-day study of Antarctica and South America and the problems of the Amazon river basin. For the 7th class the programs concentrate on the geological conditions and borders of the USSR and the seas of the USSR. For the 8th class topics include the production of electrical energy in the Soviet Union, the consumer goods industry in the USSR, the present and future of agricultural and industrial complexes and transportation in the USSR.

274. KETZER, G.:

Der Lehrer im Prozessfeld des medienunterstützten Unterrichts (The teacher in the media supported teaching process)

Geographie im Unterricht, 6, 1981, No. 9, pp. 364-371.
2 graphs, lit. 24.

This article is addressed not only to those teachers who already use the mass media in their geography classes and have already gained experience with their use, but also to those who do not as yet have this kind of experience. It aims at showing the type of situation in which the mass communication media can and should be used. The author at the same time wishes to show the limits of their use in instruction and the need to use them critically. On the basis of a number of examples the author provides various instructions on how teachers should prepare lessons which use slide series or films.

275. KIRMAN, J.M.:

Use of band 5 black-and-white Landsat images in the elementary grades

Journal of Geography, 80, 1981, No. 6, pp. 224-228.
2 tabs., 3 photos.

The images made by the Landsat satellite for technical purposes can also be used for geography instruction, not only in high school or college, but also at the elementary level. Their advantage is their precision and the fact that they are very recent. The satellite hangs at an altitude of 900 km and the images it produces are on a scale of 1 : 1 000 000, so that one picture shows an area of approximately 185 square kilometers. They make it possible to study waters, geological formations, vegetation, crops, seasonal phenomena, sediments, clouds and the coastline of the seas. With adequate magnification, the transportation network can be seen, as well as farms, lakes, mountains, snow and glaciers. The author also describes interesting experiments where the pictures made by satellite were used to improve geography instruction in the 3rd to 5th classes - in Edmonton, Vancouver, Victoria and Calgary. An experimental group of 70 children was taught with images made by satellite and the control group in a traditional manner. It was found that already pupils in elementary school are capable of using satellite images to learn about basic geographical phenomena.

276. KOCH, R. - WEINREUTER, E.:

Geographieunterricht mit audiovisuellen Medien - eine Einführung (An introduction to the geography course through audio-visual teaching media)

Geographie im Unterricht, 6, 1981, No. 9, pp. 363-364.
2 tabs.

An introduction to a single-topic issue of the journal which stresses the increasing importance of the mass media, but at the same time points out that the future will bring many important changes in this area because of the growing number of communication satellites, cable TV transmission, the use of videotapes and other novelties in this area. All this will of course also influence methods of geography instruction. New media make it possible to teach pupils new knowledge concerning the dynamic aspects of space and the importance of the environment for the life of mankind. In conclusion the authors provide a table for media classification.

277. Krajina a životní prostředí I. a II. (soubor diapositivů a doprovodný text) (The landscape and the environment-parts I and II - a set of slides and accompanying text)

Učební pomůcky ve škole a v osvětě, 21, 1982, No. 9, p. 143.

The article describes this new teaching aid produced by the national enterprise Komenium in Prague; they were produced for the 7th class of basic school.

278. KORZENIOWSKI, B.:

Telewizja w nauczaniu geografii (Television in geography teaching)

Geografia w szkole, 34, 1981, No. 4, pp. 173-175.

Polish television began the broadcasting of school programs already in 1961. At present these programs are usually 25-30 minutes long and concern a wide variety of topics. The article specifically deals with the preparations of teachers and pupils for these programs, so that each lesson is utilized to a maximum extent.

279. LAYMAN, J.:

Constructing and Current Meter and Some Suggested Field Applications

Teaching Geography, 4, 1979, No. 4, pp. 167-172.
6 figs.

Field work in which students do various practical activities, such as for instance measuring the characteristics of a current in a river forms a part of the geography teaching syllabus in English secondary schools. The author deals in detail with the structure and use of an instrument for measuring the speed of the current; schools can make the current meter easily and with minimum costs.

280. MUCK, M.:

Der Einsatz von Dias bei Kontrollen - eine Möglichkeit für zusammenhängendes Sprechen der Schüler

(The use of slides in pupil examinations - an opportunity for developing coherent speech abilities in pupils)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No.6, pp. 246-248, Lit. 2.

The author, who is a geography teacher, describes his experiences with seeking innovative methods of controlling and examining pupils, so as to improve their performance and to lead them towards coherent ways of expressing themselves. For this he uses, among others, small series of slides, which he makes up himself in a logical manner and asks the pupils to accompany them with explanations, etc.

281. MUDRYCH, Z.:

K metodice tvorby a použití transparentních kartodiagramů (On the methodology of using transparencies with carto-diagrams)

Acta Universitatis Carolinae, Geographica XVI, 2, 1981, pp. 105-112.

A brief survey of the contemporary use of transparencies in cartography. The author makes suggestions for a uniform system of making this very popular type of cartographical aid - a cartodiagram. The author also shows samples of carto-diagrams of the East Slovakian region (the number of houses in the districts of the region, the number of economically active women in the region), as well as some for the Czech Socialist Republic (for instance the number of employees employed in the place of their residence, the number

of working people in each district, the total length of highways in various districts and the number of private automobiles).

282. NEHLSEN, F.:

Arbeitsstreifen für die Geographie - ein Übersicht
(Film material for geography - a survey)

Geographie im Unterricht, 6, 1981, No. 9, pp. 410-415.
2 tabs., 20. lit.

After a general introduction the author provides a survey of various film cassettes and 16 mm films available and stresses their advantages. He then provides a brief survey of approximately 250 items, mostly 16 mm films, some of which are accompanied by transparencies.

283. NEUMANN, N.:

Luftbilder stereoskopisch betrachtet. Ein hilfreiches
Medium selten eingesetzt (Aerial photography observed
stereoscopically - an infrequently used teaching aid)
Lehrmittel aktuell, 7, 1981, No. 3, pp. 23-27. 5 figs.,
lit. 11.

Aerial photographs observed stereoscopically are a very good teaching aid, yet they are very infrequently used in schools. They can be made from airplanes when photographs follow one after the other and can then be projected or observed stereoscopically. The photographs have the same cross-section of the landscape and the same horizontal parallax, but a different vertical parallax. When the photographs are put into correct sequence they can be observed as three dimensional, plastic images. For this a lens stereoscope is required; it is made of two lenses with a small focal distance, which are spaced at the

normal distance between two eyes (65 mm). The author cites various examples of using this method for orientation in vertical photographs, for identifying components in vertical photographs, for determining vertical lines and contour lines and the study of cross-sections of a landscape. The subject-matter is divided into 3 teaching lessons.

284. Ob ispolzovanii ucheb^hnikh teleperedach v uchebno-vospitatel'nom processe v obshcheobrazovatel'nikh shkolakh (On the utilisation of science television programs in the educational and teaching process in general education schools)

Geografiya v shkole, 48, 1981, No. 1, pp. 42-43, 48.

The Ministry of Education of the USSR has sent out a recommendation for the use of scientific television programs in general education schools and their utilisation in the educational and teaching process in various teaching subjects. In the USSR these programs are broadcast over the 3rd central television channel and they are also broadcast by 20 television studios in various Soviet republics in national languages. The television programs are adjusted to the needs of schools and are broadcast at a time when the teaching syllabi of various teaching subjects assume the teaching of a specific topic. They are also broadcast at least once in after-school hours. Their purpose is to extend and illustrate the content of the subject-matter taught; they also aim at contributing to the vocational guidance of pupils by linking school work with the practical life of socialist society. They stress the utilization of new teaching media and new forms of instruction. The subject-matter is always in accord with the teaching syllabus and often

they form the point of departure for independent work by pupils. The article practically demonstrates how a television program should be analysed and made use of didactically in geography lessons.

285. PAUZOVÁ, A.:

Filmy pro zeměpis v 6. ročníku ZŠ (Geography films for the 6th class of basic school)

Přírodní vědy ve škole, 32, 1980/1981, No. 9, pp. 359-360.

After a previous article concerning school films on the geography of Asia for the 6th class, the author in this article concentrates on films about the geography of Europe for the 6th class. The following films are available for this subject-matter: Stockholm, Norwegian Fjords, Images of Finland, The Baltic Sea Coast of the German Democratic Republic, Berlin - the Capital City of the G.D.R., the Upper Silesian Industrial Region, the Netherlands, the Brittany peninsula, Portugal, Bulgaria, Travelling in Rumania. The majority of these films are in colour and have sound tracks, they take 10 - 15 minutes each. The author discusses individual films to help teachers in their preparation for the lesson in which they will be shown.

286. PAUZOVÁ, A.:

Filmy pro zeměpis v 6. ročníku ZŠ (Geography films for the 6th class of basic school)

Přírodní vědy ve škole, 33, 1981/1982, No. 2, pp. 79-80.

The author has selected 15 new films about the Soviet Union which are suitable for showing in class. She cites the names of the films, their brief characteristic and the length of each film in minutes. They are all sound films and last for 7 - 12 minutes.

They deal with regional centres in the USSR and provide not only an image of the natural environment, raw material resources, but also modern industrial development, living standards and the social welfare of the population. All can become valuable aids in teaching the geography of the USSR in the 6th class.

287. PAUZOVÁ, A.:

Jsou filmy pro zeměpis v 5. ročníku základní školy ?
(Are there any films for geography teaching in the 5th class of basic school ?)

Přírodní vědy ve škole, 32, 1980/1981, No. 6, p. 240.

The author points to three films which are suitable for inclusion into the geography course taught in the fifth class of basic schools. The first is called "Eastern Africa" (from the Red Sea to Kilimanjaro), which shows the most important geographical aspects of both nature and society in this part of the world. Ethiopia and Kenya are dealt with in greater detail. Also a climbing expedition to Kilimanjaro is shown and the changes in the natural environment with increasing altitude. The second film is called "Southern Africa" (from the Zambesi river to the Kalahari desert) and it shows the young African republic of Zambia, Northern Botswana and finally the Kalahari desert, which has the oldest indigent population in this area, the African bushmen. The film shows not only the natural wonders of the region and its protected areas, but also its raw material wealth and life in its cities and towns. "The Oasis" is an older school film, which can be used when teaching about the Sahara. It explains its development and the very term "oasis". The film acquaints pupils with the flora and fauna of

the desert and clears up the faulty notion that there is no life in the desert. Also the life of the population in cities, towns and villages is shown.

288. PAUZOVÁ, A.:

Jsou filmy pro zeměpis v 6. ročníku ZŠ ? (Are there any geography films for the 6th class of basic schools?)
Přírodní vědy ve škole, 32, 1980/1981, No. 8, p. 319.

The article provides information on the use of films in the ^{5th class of} basic schools. The division of the textbook into three parts has provided the basis for the classification of the films into those concerning Asia, Europe and the USSR. Here the author deals with films on Asia. The following films are available: Japan, Mongolia, India I. and India II, Malaysia, Indonesia, The Himalayas and Iran. For each film, its subject-matter and duration are cited.

289. PAUZOVÁ, A.:

Zeměpis Ameriky - soubor diapozitivů (The geography of America - a set of slides)
Přírodní vědy ve škole, 32, 1980/1981, No. 6, p. 240.

Brief information on a new set of slides for geography instruction in the 6th class of basic school, as well as for geography courses taught in general education secondary schools and secondary economic schools. The authors, V. Kašpar and V. Hřela, have made the series in accord with the new teaching syllabus. The introductory slides show the natural conditions of North and South America (mountains, waters, flora, fauna), the raw material resources of both continents, their industry, agriculture and the work done by their populations. Of 74 slides, 18 are devoted to natural conditions, 24 to English-speaking

America and 24 to Latin America. Also satellite photographs are included. The accompanying text sums up various methodological recommendations made by the authors, political and economic information, comments on individual slides, etc. Also several tables are included concerning socio-economic facts and statistics. Thus besides its use in teaching geography, the set is also a source of political and ideological education.

290. POSPELOV, E.M. - VLASOVA, T.V. - KHOREV, B.S.: Televideniye na urokakh geografii (Television in geography lessons)

Geografiya v shkole, 48, 1981, No. 1, pp. 69-72.

The editors of the science popularization programs at the Central Television Studio of the USSR have prepared for broadcasting programs addressed to pupils in school geography courses. They are for the 5th and 6th classes. For the 5th class the following programs have been prepared: The Oceans in the Service of Mankind, The Atmosphere, The Weather, The Races of the Earth. For the 6th class the following programs have been prepared: Northern Europe (Scandinavian countries), Southern Europe (the Apennine and Balkan peninsulas), Southern Asia (Hindustan and the Indus-Ganges lowlands). For the 7th class: The Natural Complex of the Russian Lowlands, The Urals, Western Siberia, Lake Baikal, The Far East, The Nature and Deserts of Central Asia.

291. PREOBRAZHENSKIY, A.I.:

Stenniye karti i slaydi na urokakh geografii

(Wall maps and slides in geography lessons)

Geografiya v shkole, 48, 1981, No. 1, pp. 47-48.

Maps are among the most important teaching aids for geography. They show the distribution of natural objects on Earth and their mutual relations. Maps should be clear, up-to-date and correct. Economic maps tend to become obsolete very quickly, especially those which show the development and existing state of various industrial branches. The teacher should himself correct or add new information to existing economic maps. Sometimes an oral correction is sufficient. For 8th class economic geography a total of 23 maps (that is a total of 3 million maps for the USSR) are required. Some economic maps can be replaced by slides in instruction. Slides make it possible to stress the essential content of the map being shown, they can use a larger scale, show details and they prevent the wear and tear of the original map. Slides can also entirely replace obsolete maps, or they can incorporate changes and corrections.

292. ROLBIECKA, J.:

Szkolne audycje geograficzne Polskiego Radia w roku

szkolnym 1981/1982. (School broadcasts for geography instruction by Polish Radio in the school year 1981/82)

Geografia w Szkole, 34, 1981, No. 4, pp. 175-177.

For the school year 1981/1982 Polish Radio has prepared a total of 27 programs for basic schools and 10 programs for general education secondary schools. The author acquaints the reader with the content of the programs, the exact date and time of the broad-

cast and its duration. The teacher can then chose according to his needs which programs the class will listen to.

293. RONEC, Š.:

Skúsenosti s použitím viacerých audiovizuálnych prostriedkov na vyučovacej hodine zemepisu (Experiences with the use of various audiovisual media in geography teaching lessons)

Přírodní vědy ve škole, 31, 1979/1980, No. 5, pp. 198-199.

On the basis of a didactical outline of two teaching lessons concerning the surface of the Bohemian highlands and the surface of the Carpathian mountains, the author demonstrates the significant contribution to geography instruction made by the correct use of modern audiovisual aids.

294. RONEC, Š.:

Využitie synchronizátora na vyučovacích hodinách zemepisu (The use of a synchronizer in geography teaching lessons)

Přírodní vědy ve škole, 31, 1979/1980, No. 6, pp. 236-239.

The modernization of Geography instruction requires the more frequent use of so-called audiovisual aids. Some of them, however, are only visual, while others are only auditory. If we wish to use them at the same time, as is sometimes required by the course of the teaching lesson, they should be combined into

unified systems. The author of the article provides instructions, accompanied by a technical drawing, on how with the aid of a synchronizer, it is possible to integrate various instruments into a unified system and how to prepare a program which includes for instance slides, accompanied by taped commentaries and other sounds.

295. SNYDER, D.R.:

Using Landsat Imagery to Study Soviet Land Use

Journal of Geography, 80, 1981, No. 6, pp. 217-223,
4 tabs.

The first Landsat Earth Resources Technology Satellite was launched in 1972 for the purpose of finding important sources of raw materials and for a registration study of the Earth. The article describes images which show the environment and discusses the use of these images in school instruction. Photographs of the Kuybishev region in the Soviet Union serve as an example, on the basis of which the author demonstrates how various types of landscapes can be studied, including forests, fields, rivers, lakes, settlements, etc. and maps of a region made. Satellite images provide opportunities for independent work by students in various types of schools. They are a valuable source of information for geography instruction.

296. SOWADE, A.:

Unterrichtsfernsehen und Unterrichtsmethoden 1

(Educational television and teaching methods - 1).

Zeitschrift für den Erdkundeunterricht, 33, 1981, No.1,
pp. 30-34. 1 diagram, lit. 4

The author discusses his experiences gained in teaching the geography of the Soviet Union in the 7th class with the aid of television. He has gathered a great deal of information concerning the significance, specific aspects and contribution made by television to the teaching process. This experience and information is confronted with the theories of L. Barth who writes in the same issue of the journal. In conclusion the author formulates "ten golden rules" for using television in class work.

279. VASEVA, Z.:

Kak ispolzuvam shraybproyektora v oouchenieto po geografii (How I use an overhead projector in geography teaching)

Oouchenieto po geografii, 24, 1981, No. 3, pp. 30-36. Lit. 9.

The use of technical teaching media has a special place in the restructuralization of the teaching process and the improvement of its quality and effectiveness. The author describes her experience of many years with the use of an overhead projector, for which she cites the following advantages: 1. the material projected serves as a source of information; 2. the projected material provides ostensive images concerning the subject-matter being taught; 3. the use of an overhead projector contributes to the organizing of independent work by pupils and its control; 4. the brightly lit screen of the project^{or} tends to concentrate the attention of pupils and this is important for the success of the exposition; 5. the overhead projector can be used by the pupils themselves - in graphic work and during tests.

298. ZIMMERMANN, D.

Schulfernsehen im Erdkundeunterricht (School television in geography teaching).

Geographie im Unterricht, 6, 1981, No. 10, pp. 451-454. 2 tabs.

The importance of TV broadcasts for schools should not be exaggerated, just as too many slides and films would also be negative. The important thing is to use television at the correct moment and that programs be as new as possible to avoid obsolete information. Before a program is broadcast, teachers

should receive instructions on how to make the best use of the program. In the course of the broadcast, pupils should have a wall map available for reference and atlases on their desks. Watching a TV program should be well planned by the teacher and this of course requires extra work on h's or her part. The article includes a program of educational TV programs for the school year 1981-1982.

299. ZSIGA, A.:

A transzparenszek felületének színe, eljárás a fólia
brák szövegének megírására (The surface coloring of
transparencies - how to proceed in describing pictures
on transparent foils)

Földrajstanítás, 24, 1981, No. 3, pp. 89-91.

A very useful and methodologically valuable description of how to make coloured transparencies, which are less costly than commercially produced transparencies and can be made according to the individual need of a teacher. The material for making the transparencies is normally available in Hungary and the author especially concentrates on how to inscribe descriptions on pictures.

1.11.5 Furnishings of schools and classrooms

300. ANOV, L.:

Podobrayavane na funktsionalite vazmozhnosti i sadertanieto na kabineta po geografiya (Improving the functionality and content of geography stock rooms)
Obucheniето po geografiya, 24, 1981, No. 3, pp. 37-60.

The author describes an optimum alternative for furnishing a geography stock room on the basis of the example provided by a school in Kostenets

301. SHILOV, V.F.:

Ob oborudovaniyi kompleksnogo kabineta istorii-geografii v osmiletnoy selekoy shkole (Concerning the furnishing of a combined history and geography stock room, in an eight-year rural school)
Geografiya v shkole, 48, 1981, No. 1, pp. 50-53.
5 figs.

In rural schools the number of pupils in individual grades is relatively small, there is at most only one class in each grade and classes may have as few as 6 to 18 pupils. For such small numbers of pupils and classes the author recommends forming a combined history and geography stock room. The author discusses the furnishings of such stock rooms and the basic teaching aids they should stock. He also devotes attention to basic audiovisual media, which can serve both subjects.

1.12 Points of departures and outcomes of geography instruction

302. DOUBRAVA, J.:

Výsledky pokusné výuky v 7. ročníku (The outcome of experimental instruction in the 7th class)

Přírodní vědy ve škole, 31, 1979/1980, No. 8, pp. 314-317.

Before introducing the new geography syllabus into all schools, experimental syllabi were used in selected experimental schools in the school year 1979/80. The article sums up the experiences gained by the author in such experimental instruction. He discusses textbooks, how the new syllabus fulfilled the educational and teaching objectives of geography instruction, practical experiences, etc. The positive, as well as negative aspects of the new course are also discussed.

1.12.3 Diagnostics of the outcome of teaching

303. PÁRKAS, C.:

Skúsenosti z experimentálneho vyučovania zemepisu na gymnáziu (Experiences with the experimental teaching of geography in general education secondary schools)

Přírodní vědy ve škole, 33, 1981/1982, No. 2, pp.38-39.

The article is a contribution to a discussion being held concerning the problems of practical teaching in experimental classes in general education secondary schools. The new experimental teaching syllabi represent an extension of the course on general geography, economic geography, landscape theory and

environmental theory. Thus geography presents a comprehensive set of knowledge which influences pupils in their life attitudes and work in a socialist society. A survey of the topics taught leads the author to conclude that the new syllabi represent increased demands made both on teachers and pupils. Also the new textbooks, based on new teaching concepts, are assessed. In the school year 1979/1980 these textbooks were subject to experimental verification at selected schools throughout the country in the first class, and in the school year 1980/1981 in the 2nd class of general education secondary schools. On the basis of these experiments, conclusions were drawn on the basis of which the causes of shortcomings were analysed. The author sums up the most important of them, some in great detail, for instance the number of lessons taught, linkage with the subject-matter taught in basic school, the age of the pupils, the style of the textbooks, etc. The problems cited will now require finding immediate solutions.

304. BALOGH, B.A.:

Egy főiskolai feladatlapos ellenőrzési kísérlet középiskolai tanulságai (Conclusions to be drawn for secondary school instruction, on the basis of tests given in college)

Földrajtanítás, 24, 1981, No. 1, pp. 1-8.

The author, who is an outstanding specialist in the didactics of geography and a professor at the Pedagogical Faculty in Nyíregyházi, provides a critical analysis of the control tests used at institutions of higher learning. Because similar tests have also been used in secondary schools since 1979/1980 the author suggests using this analysis also in these

schools. The author's criticism especially concerns the type of questions used, their structure, the assessment scale used and in general the advantages and shortcomings of various worksheets used. The problems connected with assessment scales are dealt with in a new fashion.

305. DOUBRAVA, J.:

K výuce zeměpisu v 5. ročníku (Concerning geography instruction in the 5th class)

Přírodní vědy ve škole, 32, 1980/1981, No. 10, pp. 383-384.

The author discusses his experiences with verifying the outcome of geography teaching in the fifth class in the first term of the 1980/1981 school year. The adaptation to new procedures and teaching methods is continuing in a slower manner than had been assumed. Teachers usually work under aggravating conditions, since textbooks are in short supply, as well as aids, maps, etc. The complicated methods of passing on information to teachers through the regional and district levels has sometimes led to a deformation of the information being passed on. Also the fact that teachers were instructed long in advance of the actual implementation of the educational reform, without any follow-up studies, is seen as a shortcoming. Also the number of modern teaching aids available is not sufficient, as well as methodological handbooks for teachers. A negative habit which still prevails is the superfluous writing of notes by pupils into their notebooks. Modern geographical education should stress work with a text, maps and the practical application of knowledge. Usually the more extensive the

pupils' notebooks, the less they speak in class or work with a map. Each lesson should include not only an exposition of new teaching matter but also a summary and repetition of what has been learnt previously. Other shortcomings concern the distribution of the subject-matter into individual teaching lessons and verification of what has been learnt. On the whole, classes are behind in their schedules by at least one month. An analysis of these shortcomings confirms the correctness of the hypothesis concerning modern geography instruction.

306. FISCHER, K.:

Meine Meinung zur Kontrolle im Geographieunterricht
(My opinions concerning control in geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981,
No. 8/9, pp. 362-363

The author considers control of what has been learnt to be a normal part of every lesson. However, various methods of control should be used and marks need not be given each time. He recommends a special topographical notebook which provides the teacher with opportunities to verify the pupil's topographical knowledge. They can be used in all geography classes.

307. PIETSCHMANN, G.:

Einige Aspekte zur Kontrolle im Geographieunterricht
(Some aspects of control in geography instruction)
Zeitschrift für den Erdkundeunterricht, 33, 1981,
No. 5, pp. 206-207.

The source of information for the author's opinions are visits to classes and working as a district school supervisor. He stresses various negative aspects

he has encountered, such as not adhering to the teaching syllabus, the giving of unsuitable questions, lack of unity in assessing oral and written controls, etc.

308. PLESS, U.:

Kontrolle im Geographieunterricht einer sowjetischen Schule (Control in geography instruction in a Soviet school)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No.11, pp. 427-428.

The author was inspired by an article written by P. Degen and I. Herszog concerning control in Soviet schools which was published in issue no. 6 of this journal. The author is a student at the Pedagogical Faculty in Dresden and she has had the opportunity of visiting Soviet schools. In the 5th class of the 20th secondary school in the town of Kaluga she was able to observe how comprehensive controls (examinations) are carried out at the beginning of each lesson. She comes to the conclusion that examinations which would take up the entire teaching lesson are not used, but rather stress is placed on brief, parallel oral controls. She describes these in greater detail.

309. SCHLIMME, W.:

Zum Abschluss der Diskussion über die Kontrolle im Geographieunterricht (The final summary of a discussion on control in geography instruction)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 12, pp. 468-475. 1 tab., lit. 5.

The author sums up the outcome of a discussion concerning the carrying out of control and examination in geography instruction, which was organized by this journal and touched upon several basic questions:

- 1) Why is control necessary in geography instruction ?
- 2) What should be the subject of control ?
- 3) When should control be exercised ?
- 4) How should control be organized ?

In the summary of the discussion the author also formulates his own opinions and provides various examples. In conclusion he thanks all participants in the discussion.

310. SCHWERIN, O.:

Einige Gedanken zur Kontrolle im Geographieunterricht
(Several comments on the problem of control in geography instruction)

Zeitschrift für den Erdkundeunterricht, 33, 1931,
No. 2.3, pp. 107-110. Lit. 10.

The article considers some of the aspects of control in geography instruction which have been the subject of a discussion held by the journal. The author, who is a geography supervisor in the district of Bernau, discusses his own experiences and assesses in a positive manner papers published by J. Müller and L. Barth in previous issues of the journal. However, he also expresses his apprehension at exaggerating control activities and losing too much time with them, which in turn might lead to only superficial knowledge on the part of pupils. When he visits classroom, he usually undertakes to question pupils to determine the extent and depth of their knowledge. Some of the questions he asks are quoted.

311. WANIEK, I.:

Zur persönlichkeitsfördernden Funktion der Leistungskontrolle und Leistungsbewertung im Unterrichtsprozess - ein Beitrag zur Diskussion in der ZPE aus didaktischer Sicht. (The function of controlling and assessment of performance in the instruction process and the formation of the personality. A contribution to the discussion in ZPE, from a didactical point of view)

Zeitschrift für Erdkundeunterricht, 33, 1981, No. 8-9, pp. 354-361. Lit. 9.

The author explains why objective control of the outcome of work as such makes an important contribution to forming a pupil's personality, and to the quality of teaching. For this reason it should not be neglected when planning instruction, while taking into account the existing situation. This requires a high level of pedagogical and political skills.

1.12.5 The effects of geography instruction on life situations. Bringing instruction up-to-date.

312. BELL, G.:

Die Behandlung aktueller Ereignisse im Erdkundeunterricht (The use of current events in geography instruction)

Geographie im Unterricht, 6, 1981, No. 4, pp.143-155. 5 tabs., 3 graphs, 1 map, 1 fig., 1 cartogram, lit. 3.

Geography instruction should include current events, both from a didactical point of view and from the point of view of learning psychology. The majority of teachers, however, find they do not have sufficient

time to devote to current events. The author of the article provides various advice on how to implement the principle of using current events without departing from the teaching syllabus. He provides an example - the war between Iran and Iraq.

2.2.5 Specific aspects of organizing instruction

313. AUMÜLLER, A.:

Behandlung der Landschaft und ihrer Komponenten in Klasse 5. (1. Teil) (Dealing with the landscape and its components in the 5th class (part 1)).

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 7, pp. 285-288. 3 tabs., lit. 5.

The article concerns the new subject-matter found in the 1st volume of a textbook for the 5th class published in 1977 and an article by Barth published in issue No. 7, 1977 of this journal, which also concerns landscape theory. The first part of the article deals with the introductory lesson and the second part of the article with the methodology of this topic.

314. GVOZDETSKIY, N.A. - MAKUNINA, A.A. - MIKHAYLOV, N.N.:

Metodologicheskiye osnovy kursa "fizicheskaya geografiya SSSR" (The methodological aspects of the course "The physical geography of the USSR")

Vestnik Moskovskogo universiteta, 36, 1981, No. 1, pp. 3 - 7.

The article discusses the methodological principles of the course on the physical geography of the USSR and also contains practical instructions for its

teaching. Physical geography is approached as a complex science concerning comprehensive territorial natural units which have developed historically in the course of the development of the geographical environment and as the outcome of the economic activities of mankind and human society.

315. ARNOLD, R.- FOSKETT, N.:

Physical Geography in an Urban Environment: Two Field-work Examples

Teaching Geography, 5, 1979, No. 2, pp. 60-63. 7 figs.

The aim of the article is to demonstrate how, on the basis of minimum demands made upon available time and material needs, it is possible to carry out practical exercises in physical geography. The authors acquaint readers in great detail with the methodology of two separate exercises: 1. the hydrology of a river bed and 2. a study of some elements of a microclimate. Both exercises can be done by groups of students from the upper classes of secondary school. Graphical interpretations of the data obtained are stressed, as well as a discussion on findings.

316. ATANASOVA, R.:

Urok-seminar na tema "Vulkanizam i zemetrasi" v sedmi klas (A seminar lesson on the subject of volcanoes and earthquakes in the 7th class)

Obucheniето po geografiya, 24, 1981, No. 1, pp. 18-22.

One of the ways in which teachers can attain the objectives formulated by the Central Committee of the Bulgarian Communist Party - the forming of a comprehensive personality - is the development of pupils' creative talents, teaching them to be independent and to rationally utilize various information

sources, as well as teaching them to analyse information and draw correct conclusions. To a great extent all this can be achieved by organizing some lessons in the form of seminars. After citing the educational and teaching objectives of lesson, the author provides detailed information on the course of such a lesson on the subject of volcanoes and earthquakes, which she taught in the 7th class.

317. BELCHEVA, T. + TSIKANDELOVA, J.:

Formirane na dialektikomaterialisticheski mirogled pri izuchvane na razdela "Atmosfera i klimat" v sedmi klas (The forming of a dialectical and materialistic worldview in teaching the topic "The atmosphere and the climate" in the 7th class)

Obuchenieto po geografiya, 24, 1981, No. 3, pp. 1-5.

One of the main tasks of teachers in teaching subject-matter concerning the atmosphere and the climate in the 7th class is to achieve in pupils a correct approach to the environment, nature and also a materialistic understanding of phenomena and processes which take place in nature. The authors describe the methods they use for this purpose, which lead pupils away from a mere memorizing of facts towards understanding the underlying causes of various phenomena and processes and hence towards an understanding of the dialectical categories of cause and effect.

318. BRUNSDEN, D.:

The Rates of Rock Weathering. Theoretical Models and Experimental Problems

Teaching Geography, 7, 1981, No. 2, pp. 80-83.

3 figs., 2 tabs.

The article deals in detail with rock weathering and its importance for the formation of the landscape.

By weathering, rocks are eroded and their mass is then deposited on the surrounding area which gains in altitude and leads to changes in the surface layer of the soil. To this must be added changes which occur in the mineral covering of the Earth. The speed with which rock is weathered, as well as the speed of transporting the eroded material and the depth of the surface layer of soil are all mutually interdependent variables. The author analyses them and stresses the theoretical nature of the analysis, because so far empirical observations of weathering are still incomplete and insufficient. Existing observations of for instance weathered limestones and methods of measuring the weathering process with an erosion micrometer (of which a picture is provided) are described. A table on rock weathering is extensively commented and provides a number of examples concerning observations. The article is addressed to geography teachers and will provide them with information for teaching this interesting topic.

319. DIMITROVA, M.:

Urokat na tema "Geografska obuvnna na Zemjata" v sedmi klas (A teaching lesson on the topic "The geographical biosphere of the Earth" in the 7th class)
Obuchenieto po geografiya, 24, 1981, No. 2, pp. 25-31.
1 tab., lit. 6.

Detailed information concerning the course of a teaching lesson in the 7th class devoted to the Earth's biosphere. The main aspects of the biosphere, such as its continuous character, rhythmic movements (periodical and cyclical), as well as such phenomena as zones and azonality, altitude, and natural territorial complexes are discussed. Pupils are also acquainted

with the scientific problems connected with nature conservation. From a methodological point of view, the lesson is conducted in the form of a discussion, which is supplemented with independent work done by pupils.

320. ELLISON, L.:

Landscape Evaluation as a Fieldwork Technique

Teaching Geography, 2, 1979, No. 1, pp. 35-38. 6 figs.

The author deals with landscape evaluations which can be done by students in the upper classes of secondary school. He suggests evaluations which consider 7 aspects which include for instance the covering of the landscape, amount of forests, settlements, etc., both from a quantitative and qualitative point of view. Squares which measure 100 time 100 meters are bestsuited for such evaluations. Findings can be drawn into an outline map. Each square is assigned a specific hatching, according to a scale. The author provides methodological instructions and provides a number of examples.

321. PUCHS, A.:

Klimazonen der Erde (The Earth's climate zones)

Geographie im Unterricht, 6, 1981, No. 5, pp. 212-216. 3 figs., 3 tabs., lit. 13.

The author demonstrates how on the basis of a factual analysis it is possible to arrive at a definition of the climate in class, together with descriptions of different climate zones. This methodological and didactical analysis stresses the educational objectives of the lesson and provides a definition in one main and several subordinated points. The article has an extensive bibliography which includes scientific literature, as well as textbooks.

322. HOWARD, P.:

Art, Design and Landscape: Some Practical Ideas

Teaching Geography, 2, 1979, No. 2, pp. 84-86. 3 figs.

The author, who teaches geography at an art college, here examines the relationship between geography and art education. While in recent years there has been a tendency to give priority to quantitative methods in geography, in the author's opinion also the aesthetical impact of the landscape should be stressed. Also geography students should be able to draw a landscape and be able to evaluate the aesthetical value of a landscape.

323. KÄNEL, A.V.:

Gebietsbildende Faktoren (Factors which form a territory)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 12, pp. 460-467. 1 map, lit. 16.

In both the theoretical and practical aspects of economic geography and territorial planning, the division of territory into various sections has a very important role to play. The status of a territory and its division is determined by the nature of the factors which differentiate this territory from others. The importance of a given territory outside its own borders is a function of its qualities.

324. LOVINA, N.V.:

Izucheniye visotnoy poymasnosti v VII klasse

(Teaching altitudinal zonality in the 7th class)

Geografiya v shkole, 48, 1981, No. 1, pp. 39-41.

One of the tasks of geography instruction is to acquaint pupils with different altitudinal zones which

exist on Earth. This requires understanding a basic phenomenon, i.e. that with an increase in altitude, the temperature of the environment declines and this in turn influences the incidence of specific flora and fauna in various zones. Hence the climate of a specific place depends not only on its geographical latitude, but also on its altitude above sea level. The more southern (closer to the Equator) a mountain range lies, the greater the variety of flora and fauna found on its slopes. But mountains found on the same geographical latitude can have various climatic conditions depending on their distance from the ocean. In determining climate, also the altitude of the mountain is important, as well as the direction of the wind. The article systematically deals with methods for teaching altitudinal zones in the 7th class. The factors which must be taken into account include: the relation between altitude and the geographical position of the mountain, how the slopes of the mountain are exposed, the altitude of the mountain, the relation between altitudinal zones of a mountain and the natural zones of the surrounding lowlands, how the composition of altitudinal zones changes from north to south (for instance in the Ural mountains). The author also provides suitable questions and assignments for the independent work of pupils, such as for instance drawing the altitudinal zones of the Carpathian mountain range or describing the altitudinal zones of the Caucasian mountains, etc.

325. VIZSY, K.:

Gehány ötlet a csillagászati földrajz eredményesebb tanításához (Some comments on making the teaching of physical geography more successful)

Földrajztanítás, 24, 1981, No. 2, pp. 37-41.

The author provides methodological comments on teaching some of the more difficult parts of physical geography in the 8th class of basic school. The author concentrates on such terms as time zone, zonal time and the course of the seasons on Earth. Some very simple aids are suggested, which any teacher of geography can make for himself. These aids are neither expensive or difficult to make.

326. WOOLLEN, R.:

Volcano (Planning for a Disaster). A Simulation Based on the Mount St. Helens Eruption in 1980

Teaching Geography, 7, 1981, No. 2, pp. 78-80. 1 fig., 1 map.

Great endeavours are being exerted in many parts of the world to predict the eruption of volcanoes. Here the author has prepared for secondary school students an assignment where simulated observations are carried out of the Mount St. Helens volcano in the state of Washington in the USA, which erupted in a very destructive manner in 1980. The task of the students is to determine the probable course of events and to suggest measures based on geographical reports of seismic activity and other data about the increased activity of the volcano, reports given to the governor of the state of Washington, meteorological reports and unexpected problems. The students are asked to make decisions before and at the time of the eruption and

these are confronted with reports of what actually happened. In conclusion the author describes the outcome of the simulation exercise, which was very successful; the answers given by students showed that this topic interested them and indicated their concentrated thinking on the problem.

2.3.6 Specific aspects of implementing instruction

327. BRAMEIER, U.:

Weinbau in Deutschland (Wine production in Germany)
Geographie im Unterricht, 6, 1981, No. 1, pp. 43-48.
3 figs., 1 work sheet.

The author outlines a teaching lesson, taught within the framework of economic geography of the FRG. The educational and teaching objective of the lesson is to localize the places and rivers in the wine producing area of the FRG, learn the eleven basic areas of wine production and their geographical position, the relation between solar radiation and the southern slopes of the vineyards, the opportunities provided by the climate in the area, the cycle of work in wine production in the course of the year, the economic importance of wine production, etc. The worksheets deal with designating the territory and rivers of the wine producing area. In the second stage of the work the outcome of assignments given to pupils are presented and assessed and supplementary information is provided. In the final stage, the term intensive cultivation is explained (interdisciplinary relations between geography and biology are developed).

328. DIMOV, K.:

Formirane na ikonomogeografski ponyatiya i vazgled pri obuchenieto po geografija v peti i shesti klas
(The forming of economic and geographical notions and opinions in geography instruction in the fifth and sixth classes)

Obuchenieto po geografija, 24, 1981, No. 1, pp. 23-29.
3 tabs.

Geography and above all topics which concern economic and geographical problems are of great importance for the forming of a Marxist-Leninist worldview. The author, on the basis of several examples which are described in detail, deals with the methodological aspects of forming a scientific worldview by pupils.

329. FRAEDRICH, W.:

Die Umwertung von Räumen durch Industrialisierung - dargestellt an den Verdichtungsräumen Ruhrgebiet Region Neckar und Hannover (Changes in the environment caused by industrialisation on the basis of the example of the Rhineland agglomeration and the landscape around the Neckar river and Hannover)
Geographie im Unterricht, 6, 1981, No. 11, p. 493.
11 tabs., 2 maps, 1 graph, 4 cartograms, lit. 13.

The author provides the outlines for 9 teaching lessons concerning topics taught in the 9th and 10th classes in the courses on economic geography. As examples he chose the well-known industrial agglomerations in the Rhineland and the Neckar river basin. A number of tables, maps and graphs illustrate the subject-matter. Also questions and assignments are provided.

330. GRITZNER, C.:

Technology Transfer to the Third World: Boon or Bane?
Journal of Geography, 80, 1981, No. 5, pp. 192-193.

Providing third world countries with advanced technology is the cause of worries on the part of demographers and nature conservationists. The author cites several examples which very well illustrate these problems. Modern technology is often put in places where it causes ecological disequilibrium and has a negative effect on the indigent population. For instance the Aswan dam or the opening of the Amazon rain forest, or providing eskymo hunters with modern firearms, etc. serve as examples. The author criticizes this policy and in the form of eleven points demands preventive measures which should be implemented before modern technology is transferred.

331. KÄSTNER, W. - SCHWENGLER, H.:

Landwirtschaftliche Sonderkulturen in der Bundesrepublik Deutschland (Special agricultural crops in the Federal Republic of Germany)

Geographie im Unterricht, 6, 1981, No. 3, pp. 1-42.

36 figs., 2 worksheets.

Within the framework of agriculture in the FRG several very specific crops are cultivated, such as grapes, hops, tobacco, fruits and vegetables. The article describes these cultures and the places in the FRG where they are cultivated. Details are provided concerning the size of the fields and their economic importance, output and the share of the FRG in the European agricultural market. Individual crops are divided into individual teaching lessons, so that a teacher can choose one or two of them, depending on local conditions, without having to go into all of

them. Each topic is logically developed, basic terms are explained and clear pictures are provided, as well as worksheets and models for making transparencies, tables with statistical data and questions and assignments concerning each crop. Some of the lessons can be based on group instruction, where pupils work independently. In the FRG 10.07 million hectares of land are cultivated and in 1973 13.270.000 hectares represented crop production, while forests represented 7.160.000 hectares, peat bogs and fallow land 820.000 hectares, 455.000 hectares are water areas and 2.500.000 hectares are covered with buildings. The author also cites the number of agricultural enterprises, the number of those employed in agriculture, what forms these enterprises have, the consumption of basic fruits and vegetables in the FRG, areas in the G.D.R. where these special crops are cultivated, etc.

332. KISS, A.:

Idegenforgalmunk gazdasági jelentősége (The economic significance of the Hungarian tourist industry)
 Földrajztanítás, 24, 1981, No. 3, pp. 80-87. 1 map.

An analysis of some economic data concerning tourism in Hungary which includes a map of places which offer lodgings to tourists. Stress is placed on the contribution of tourism in terms of foreign currency to the Hungarian economy. Geographical aspects are not sufficiently covered.

333. MAKSAKOVSKIY, V.P.:

Ispolzovaniye materialov XXVI syezda KPSS v kurse
"Ekonomicheskaya geografiya zarubezhnykh stran"

(Making use of the documents of the XXVIth Congress of the Communist Party of the Soviet Union in the course "The economic geography of foreign countries")
Geografiya v shkole, 48, 1981, No. 4, pp. 25-31.

The teaching of the economic geography of foreign countries is closely tied up with current events. The conclusions of the XXVIth Congress of the Communist Party of the Soviet Union are also authoritative for geography instruction. This concerns especially the directives for the basic trends of development of the economy of the USSR, which determine the relationship of the USSR to foreign countries. The new edition of the textbook for economic geography in the 9th class will be published in 1982 and will include new aspects concerning the economics of foreign countries. The 8th edition of the textbook published in 1981 does not yet include them. The author analyses in detail the teaching syllabus for geography instruction in the 9th class.

334. ROM, V.Y.:

Kontseptsiya energoproizvodstvennykh tsiklov N.N.Kolosovskogo i nekotorye vozmozhnosti ee ispolzovaniya v geograficheskikh issledovaniyakh i shkolnoy praktike
(The concept of energy production cycles developed by N.N. Kolosovskiy and some opportunities for its utilization in geographical research and practical school work)

Geografiya v shkole, 48, 1981, No. 1, pp. 11-15.

In 1979, 25 years passed since the death of the outstanding Soviet geographer, N.N. Kolosovskiy, who

was a specialist in economic geography, but was also active in the technical sciences, the economics of industry and transportation, in geology, Marxist theory and who contributed to the solution of important economic problems (the building of the Ural-Kuznets combine, the dams on the Angara) and who developed the theory of territorial productive units, which were subsequently developed into the GOELRO and GOSPLAN projects. Kolosovskiy distinguished vertical productive cycles (for instance ore mining - metallurgy - coke - steel, etc.) and horizontal cycles (between adjacent branches of industry). He carried out a division of the USSR into 30 different territorial and economic regions and indicated further outlooks for their development. He stressed the economic nature of relations among various branches of the economy and developed a theory of allocation of productive resources in a territory. Development cycles are considered to be historically determined. The author stresses the modern approach of this outstanding Soviet economist and geographer and suggests that the main aspects of his theory be included into geography instruction in secondary school geography courses, especially in connection with subject-matter which links together physical and economic geography.

335. FIZHAKOV, M.V.:

Izucheniye temi "Lesnaya promishlennost" v kurse ekonomicheskoy geografii SSSR (A study of the topic "The Forest Industry" in the economic geography of the USSR)

Geografiya v shkole, 48, 1981, No. 5, pp. 43-45.

In some topics of the course on the economic geography of the USSR it is possible to make use of pupils' independent work using a textbook. The article

specifically deals with the use of the textbook on the subject-matter of the forestry industry in the USSR. The objective of teaching this topic is to show pupils the importance of the forestry industry, its present geography, as well as achieving an understanding of the significance of nature and the forests. The point of departure in studying this topic is physical geography and various aspects of the economics of forestry and the wood processing industry. The author stresses and analyses the maximum utilization of the textbook as a source of information on this subject and discusses the use of its text, the statistical tables it contains, as well as various maps. Also homework can be given to pupils on the basis of the textbook, as well as independent assignments. Since some teachers and many pupils do not know how to work properly with a textbook, this article provides many incentives in this area.

336. TATAI, Z.:

Kohászatiunk (Our metallurgical industry)

Földrajstanítás, 24, 1981, No. 2, pp. 46-52.

The article describes in detail the changes and trends of development which exist in the Hungarian metallurgical industry. Specifically, the production of iron, steel, aluminum and the metallurgy of other non-ferrous metals are described. Some technical and economic indicators concerning the territorial allocation of the metallurgy industry in Hungary are also explained.

337. TATAI, Z.:

Villamosenergia-iparunk fejlődése és területi szerkezetének átalakulása (The development of the energy sector and its territorial restructuralization)
Földrajstanítás, 24, 1981, No. 1, pp. 21-27.

The development and changes which have taken place in the energy producing sector of the economy in Hungary are described in detail. Its restructuralization is the consequence, above all, of the building of modern transmission of electrical energy over long distances from the USSR to Hungary, as well as the building of a large atomic power station and the continuing development of the hydroelectrical power station at Gabčíkovo-Nagymaros. Also the building of new thermoelectric power plants is taking place on the basis of changes in territorial allocation.

338. TÓTH, J.:

Adalékok a demográfiai robbanás és éhség földrajzához (Contributions to an analysis of the population explosion and the geography of hunger)
Földrajstanítás, 24, 1981, No. 1, pp. 9-20.

An extensive and highly factual article concerning the growth of population throughout the world and an analysis of the most important problems of feeding the population of the world, the production of some crops, etc. The article contains very valuable data for the use of teachers in the 7th class.

2.3.8 Special teaching media

339. MANONLOVA, M.:

Rabota ssa statisticheski materiali po obshta ikonomicheska geografija i ikonomicheska geografija na stranite (The use of statistical data concerning general economic geography and the economic geography of foreign countries)

Obuchenieto po geografija, 24, 1981, No. 2, pp. 7-12. Lit. 7.

When pupils use statistical data in their study of economic geography they learn to understand economic problems and the problems connected with the rational utilisation of natural wealth, etc. The purpose of this article is to demonstrate the opportunities which exist for the use of various types of statistical data and the methodological requirements for their use. The author also includes for instance various graphs, diagrams, cartograms, cartodiagrams and economic geography maps into the category of statistical data.

2.4 The didactics of regional geography

340. BALE, J.R.:

Geography, Sports and Geographical Education

Geography, 66, 1981, No. 2, pp. 104-115. 4 figs., 1 tab.

The author discusses the relationship between geography and sports. He cites examples from the recent past and finds that the geography of sports de-

serves to be included into the teaching syllabus in all types of schools. Several examples are described extensively, such as the regional differentiation of various sports played in England and Wales.

2.4.1 The place of regional geography in the didactical system of geography

341. DENNISON, V.D.:

The Use of Geography

Geography, 66, 1981, No. 4, pp. 263-276.

The author discusses the uses to which a geographical education can be put in various areas of life. First he considers the question of why enrollment in geography courses is declining or why geography is entirely left out of the curriculum. School geography is critically assessed - especially the fact that in secondary schools geography courses with highly specialized topics, more suitable for a college course, are included. This concerns for instance map reading, making sketches, etc. The problem of the optimum scope of regional geography which should be studied in schools is discussed.

2.4.4.1 The geography of the continents and the oceans

342. BLEASE, D.:

Teaching about Japan - A Guide to Resources

Teaching Geography, 7, 1981, No. 1, pp. 27-28.

Japan is one of the world's foremost suppliers of industrial goods of excellent quality. The author discusses the reasons for the importance that Japan has attained on world markets and its very speedy economic restructuralization, as well as its energy problems. Japan is a superpower in the fields of optics, cybernetics and measurement instruments. It is a country of volcanoes; of 209,62 are active. Annually, approximately 5000 earthquakes occur and very many typhoons. Some of the country's raw materials have to be 90% to 100% imported - for instance coal and petroleum. Japan is self-sufficient in the production of rice. The mountainous character of the land is the cause of the fact that 25 % of the population lives on only 3.6 % of land. The author also provides a selected reading list on Japan.

363. BURPEE, P.:

Teaching about the Inuit

Teaching Geography, 6, 1981, No. 3, pp. 113-116.

3 photos, 3 maps.

The term Eskymo should no longer be used in schools, but rather the Inuk (pl. Inuit). The author describes the life of these peoples and stresses the differences between their present-day life and the traditional tribal life of their ancestors. The article is divided into several sections, each dealing with specific aspects of the life of these Northern tribes. Pupils can receive assignments on each of these

sections - such as for instance seeking solutions to the lay-out of new settlements for the Inuit when specific limiting conditions are provided.

344. DOUBRAVA, J.:

Zeměpis v 6. ročníku (Geography in the 6th class)
Přírodní vědy ve škole, 31, 1981/1982, No. 2, pp.28-30.

The author discusses some important aspects of practical geography teaching in the 6th grade, especially of topics which were first introduced into the course in the school year 1981/1982. Changes concern especially the geography of the continents and oceans, where greater stress is placed on the educational impact of teaching these topics. The author also discusses the extent to which schools have available sufficient quantities of globes and atlases, as well as maps and other teaching aids for physical geography. Problems connected with the use of textbooks in class work, as well as homework are commented on. The negative aspects of this geography course are not the amount of subject-matter taught, but rather the way in which instruction is organized. The teaching syllabus and textbook should be adhered to at all costs. In conclusion, the author mentions a number of problems which require solutions. These include for instance an assessment to cartograms, outlines and their relation to maps, the use of assignments for repetitions, etc.

345. FUCHS, A.:

Fruchtbares Land aus dem Meer (A fertile land from the sea)

Geographie im Unterricht, 6, 1981, No. 10, pp. 446-451.
1 fig., 2 tabs., lit. 12.

The article describes in general terms the North German Plain and the methods by which new land is made fertile on the North Sea coastline. This subject-matter is analysed from a didactical and methodological point of view and a list of various suitable teaching aids is provided. The author then formulates the main and auxiliary teaching objectives of this subject-matter. In conclusion a bibliography on this subject is provided and the course of a teaching lesson described.

346. GESLER, W.M.:

North Jersey vs. South Jersey: A Population Class Geography Survey

Journal of Geography, 80, 1981, No. 4, pp. 124-129.
3 figs., 4 tabs.

The author begins with a brief history of two towns in Canada, North and South Jersey. North Jersey is found in hilly country, while South Jersey is on the seacoast and is inhabited mostly by Quakers. Both towns have continued to be rivals of sorts. Students at the University of New Brunswick have carried out a demographical analysis of these towns which stresses such problems as the distribution of settlements, etc. The outcome is an interesting study, which at the same time provides instruction on the organization of similar demographical studies.

347. HUSAIN, A.:

"Mother India": The System is the People

Journal of Geography, 80, 1981, pp. 153-154.

An interesting essay by a young Indian, who after twenty years absence returns to his native land, travels all over the country, including Pakistan, and describes his immediate impressions. In spite of the fact that the author is neither a writer nor a highly educated person, he is endowed with exceptional observation abilities. His descriptions concern all walks of life in a country where colonialism has been gotten rid of, but strong traditions concerning family life, the caste system and religious convictions are still a barrier to development. The essay, which was originally published in Canada, is highly informative for geography teachers, especially due to its open attitude towards contemporary India.

348. JOBY, R.:

Practical Work in "Third World" Studies

Teaching Geography, 7, 1981, No. 1, pp. 10-11. 2 figs.

The author describes practical work which aims at demonstrating to secondary school students the life of people in "third world" countries. Students learn to build huts made of branches, while using only knives and learn to cook simple but nourishing food outdoors. For a period of 24 hours they live the life of African or South American bushman. At the same time they learn, with the aid of maps and various literature, about the contemporary problems of the third world, its natural resources in these countries and also about other aspects which influence the development of the economy and population.

349. KÉRI, A.:

A Karibi Közös Piac (The Carribean Common Market)

An extensive article concerned with the newly formed integrational agreement which developed on the basis of the Carribean Free Trade Area (CARIFTA).

350. MORRIS, J.:

Medical Geography: A Man and Environment Approach
Teaching Geography, 7, 1981, No. 1, pp. 5-9. 3 figs.

A book by prof. M. Howe, called "Man, the Environment and Disease in Britain", published in 1972, has inspired the author to write an appendix of sorts to traditional geography in the form of "medical geography", which includes such problems as for instance the incidence of rabies, the quality of mother and child care, abortions, an analysis of the causes of death of old people, medieval epidemics, etc. The author's point of departure is the premise that a person's health changes with his surroundings and that a prerequisite to a healthy life is living in harmony with one's surroundings. A total of 12 basic chapters are developed into three sections of the article concerning the physical, biological and socio-cultural aspects of health and disease. Also instructions for practical exercises with pupils are given.

351. SONNENBERGER, U.:

Das Modell der demographischen Transformation

(Models of demographical transformations)

Geographie im Unterricht, 6, 1981, No. 10, pp. 432-436.

1 fig., 3 tabs., 5 graphs, lit. 5.

The author has chosen demographical transformations as a model for use in the study of the developing countries in the 9th grade. As a point of departure, forecasts concerning population developments in India in connection with birth control and changes in mortality are used. This data is developed into a model of demographical transformations for the future. Pupils learn to graphically represent various phenomena and to draw conclusions on their basis.

353. VENCÁLEK, J.:

Branný aspekt výuky geografie v 6. a 7. ročníku základní školy

(The defence aspect of geography instruction in the 6th and 7th class of basic school)

Přírodní vědy ve škole, 33, 1981/1983, No. 2, pp. 76-77.

The early and adequate development of the defence aspects of geography instruction will contribute to the forming and strengthening of a socialist worldview and socialist convictions. In instruction in the 6th and 7th classes of basic school the defence aspect is important in a number of topics - the political, as well as the purely geographical. The teacher himself here demonstrated his political approach and ideological convictions. The new textbook for the 6th class of basic school touches upon defence aspects in topics related to the geography of Europe and the USSR, specifically in topics related to the situation in Northern Ireland, the aggressive nature of the NATO pact, the Warsaw pact, the USSR and its role in the

world and the Council for Mutual Economic Assistance. Similarly in the teaching syllabus for the 7th class a number of topics are important from this point of view. General interpretations should also be implemented when teaching various regions of the world.

2.4.4.2 The geography of the socialist countries

353. LIJEWSKI, Z.:

Najważniejsze wydarzenia gospodarcze w Polsce w 1980 roku (The most important economic events in Poland in the year 1980)

Geografia w szkole, 34, 1981, No. 3, pp. 135-136.

A very well prepared survey of the most important economic successes of Poland in the year 1980. An excellent aid for all geography teachers.

354. MORDAWSKI, J.:

Kilka propozycji w sprawie nauczania geografii regionalnej (Some suggestions for teaching regional geography)

Geografia w szkole, 34, 1981, No. 3, pp. 127-132.

The author quotes outstanding Polish geographers who contributed to the development of methodology (Barbag, Batorowiec, Czekańska, Leszczyński, Pawłowski, Tywónski ...) and stresses that teachers should distinguish between basic subject-matter and extended subject-matter which can^{be} developed by extending the course with further reading for exceptionally gifted students.

355. MOŚCIŃSKI, T.:

Popularyzacja polskiej działalności polarnej w szkole podstawowej nr. 5 im. A.B. Dobrowskiego w Warszawie
(The popularization of Polish Arctic research in the A.B. Dobrowski Basic School No. 5 in Warsaw)
Geografia w szkole, 24, 1981, No. 1, pp. 43-45.

In 1976 the school cited in the title made contacts with Polish Polar explorers and the school was renamed after one of Poland's greatest educators, geophysicists and Polar explorers. The article discusses various other methods of popularizing Polish Polar expeditions.

356. SCHERF, K. - SCHOLZ, D.:

Zur Methodologie der geographischen Darstellung gesellschaftlicher Erscheinungen, Prozesse und Zusammenhänge im Territorium (Concerning the methodology of the geographical depiction of the social context, processes and phenomena of a territory)
Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 2-3, pp. 54-60, 1 outline, lit. 10.

The authors report on a research project concerning the methodological aspects of geography and discuss basic terms related to territorial analysis of the structure of economic units. Methodological comments are here applied to analytical observations of the whole Halle-Leipzig catchment area.

357. SCHERF, K. - SCHOLZ, D.:

Zur Methodologie der geographischen Darstellung gesellschaftlicher Erscheinungen, Prozesse und Zusammenhänge im Territorium (II. Teil) (Concerning the methodology of the geographical depiction of the social context, processes and phenomena of a territory - part II.)

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 4, p. 140. 1 outline. 1 fig., lit. 16.

A continuation of an article found in a previous issue of the journal, which dealt with the importance of methodology and its further development in geography teaching. In this article the authors present theoretical aspects of the observations and analysis of the Halle-Leipzig catchment area, especially from the point of view of its economic, social and geographical aspects in relation to territorial structure.

358. SCHERF, K. - SCHOLZ, D.:

Zur Methodologie der geographischen Darstellung gesellschaftlicher Erscheinungen, Prozesse und Zusammenhänge im Territorium - III. Teil (Concerning the methodology of the geographical depiction of the social context, processes and phenomena of a territory - part III.).

Zeitschrift für den Erdkundeunterricht, 33, 1981, No. 5, pp. 181-190. 2 maps, lit. 27.

The third part of an article, which deals first with general aspects of the geographical depiction of social phenomena, processes and contexts. The author discusses a map of the Halle-Leipzig catchment area, its internal articulation, how it shows transportation networks and the main problems of the further economic and social development of the area.

359. SCHWERIN, O.:

Zur Behandlung der sowjetischen Landwirtschaft unter Berücksichtigung von Materialien des XXVI. Parteitages der KPdSU (Teaching the subject-matter of Soviet agriculture from the point of view of the documents of the 26th Congress of the Communist Party of the Soviet Union)

Zeitschrift für den Erdkundeunterricht, 31, 1981, No. 11, pp. 436-439. Lit. 7.

The author continues in the topic dealt with in an article by Mirus which concerned the problem cited in the title, this time from the point of view of geography instruction in the 7th class, as well as the Directives for the Utilisation of the Documents and Resolutions of the 10th Congress of the Unity Party of Germany. He stresses the need to make maximum use of these documents without extending the teaching syllabus. He suggests the following method: Study of documents - making an outline of main problems - selecting facts from the documents - their didactical and methodological development. Three lessons devoted to Soviet agriculture can then be improved by using the new material.

360. SIBLEY, D.:

Hidden Groups in the City

Teaching Geography, 7, 1981, No. 2, pp. 51-53. 2 figs.

The author describes contemporary conditions in Great Britain, especially in the cities. He stresses that a Marxist analysis provides greater depth by studying the antagonisms which exist between labour and capital. The author divides the population into two groups - the "dominant" and the "silent". The dominant group, by control of all resources, influences

the living standard of all of society. The silent group on the other hand is not fully integrated into the system because of language and other cultural barriers. Differences in culture prevent the silent group from achieving better housing conditions, better education or recreation. Relations between both groups practically cause overlapping. Ethnic and racial minorities belong to the silent group, as well as Asian women, gipsy children, etc. Each group has its own specific problems in relation to the dominant group. This very interesting study provides a view of Western democracy as seen by one of its own citizens.

361. SKINNER, C.:

The Geography of Development - A Teaching Sequence
Teaching Geography, 7, 1981, No. 2, pp. 71-72.

The chief geographer of the Ministry of Education of the Solomon Islands has prepared geography exercises for 11- to 15-year-old pupils, which concentrate on basic problems of developing the country. One such problem is the building of a new highway which is being discussed from the point of view of the purpose it will serve (the better transportation of various goods); what is needed for its construction (engineers, bridges, steel, cement); are ships a better transportation medium? what is needed to build ships (ports, docks, maintenance shops, cranes, etc.); which type of transportation is better; what are the advantages of combining the two. All these questions are developed in detail. Such exercises, concerning other economic and geographical problems, are then sent to all schools on the islands and according to the answers, the quality of pupils' abilities and knowledge and their ability to draw conclusions are assessed.

362. SZOREK, L.:

Jak w nauczaniu geografii zaznajamiam uczniów z dorobkiem
Polsku Ludowej i zan znanieniu naszego kraju w świecie
(How in geography instruction I acquaint my pupils with
the successes of Peoples Poland and its significance in
the world)

Geografia w szkole, 34, 1981, No. 3, pp. 69-74.

The subject-matter concerning Poland is found in the teaching syllabus for the 6th and 8th classes of basic school; in general education secondary schools it is found in the 2nd and 3rd classes. A number of opportunities for dealing with the problem cited in the title are provided when teaching the regional geography of the world, where it is possible to make various comparisons and to compare the success achieved by Poland with the economic development of other countries. Properly prepared excursions to the close vicinity of the school (to new housing settlements, industrial plants, transportation networks, etc.) provide good opportunities for supplementing this subject-matter. In conclusion the author suggests various methods of repetitions of the subject-matter concerning Poland in various classes.

2.4.3 Objectives of instruction

363. KING, R.:

Regional Geography is Dead: Long Live Regional
Geography. I With an Example from Southern Italy
Teaching Geography, 4, 1979, No. 3, pp. 109-113.
2 figs., 2 photos.

The author deals critically with the problem of regional geography in the contemporary system of geo-

graphical sciences. He first cites the opinions of various geographers who think that regional geography is too descriptive and only accumulates facts. In the author's opinion regional geography should be represented in the teaching syllabi of all types schools, it is not only popular, but a study of each region makes it possible to demonstrate the influence of various factors upon modern life, especially those connected with the environment.

2.4.4.3. The geography of Czechoslovakia

364. SVOBODA, J.:

Československá socialistická republika - mapa nářečí
(The Czechoslovak Socialist Republic - a map of dialects)

Přírodní vědy ve škole, 32, 1980/1981, No. 9, p. 360.

In September 1980 the first edition of a wall map of dialects in Czechoslovakia, in three parts, for school use was published. It has a scale of 1 : 500 000 and it was produced by Kartografia, Prague.

The main areas where various dialects are spoken are distinguished by different colours and the degree to which a dialect is widespread in a specific region is shown by the width and colour intensity of various bands. The situational background of the map includes rivers and mountains, as well as large settlements

which are related to the relevant dialect area. A methodological text for teachers accompanies the map, which discusses the uses to which the map can be put.

2.4.6 Specific aspects of implementing instruction
in regional geography

365. JAMES, R.:

Studying a Town with Non-Examination Classes

Teaching Geography, 4, 1979, No. 3, pp. 105-109. 4 figs.

In the author's opinion it is very important for pupils to become acquainted with the vicinity of the place where they live, as well as to gain information about the situation in the environment. The author describes how he gave his pupils assignments which concerned for instance determining the degree of pollution in various parts of the city in which they live, the density of transportation networks and the number pedestrians, etc. On the basis of their own research the pupils then made tables, graphs and other recordings of their findings.

366. JEL, S.:

Urban Field Studies in a Primary School

Teaching Geography, 4, 1979, No. 4, pp. 148-152. 7 figs.

The author stresses that the term urban field studies is perhaps too exaggerated for an activity undertaken with primary school pupils. What is actually intended is the opportunity for children to become better acquainted with the immediate vicinity of their school. In this process, the following stages should be distinguished: arousing an interest in the subject, gathering data, discussions, registering findings. The author briefly describes each stage and provides a number of examples of how urban field studies were undertaken by primary school pupils.

367. MOON, R.:

Umwertung - ein zentraler Lernbereich des Geographieunterrichts in der Sekundarstufe II. (Reassessment - an important subject-matter for geography teaching in the lower classes of secondary school)

Geographie im Unterricht, 6, 1981, No. 11, p. 459. 1 tab.

An important topic in the teaching syllabus is the problem of how the reassessment of regional borders is undertaken. We usually tend to think of a territorial unit as a political and social unit. But the demarcation of regions requires an extensive study of various factors, processes and phenomena. The objective of this teaching project is that pupils understand how people influence their own environment and which problems and conflicts must be resolved in this process. The environment can change in a positive or negative direction. Pupils learn to analyse such processes on the basis of examples, which provide them with an education as future citizens, who will either contribute to or suffer from these changes.

368. LATT, W.:

Verkehrsnetze in Ballungsräumen (Transportation networks in a catchment area)

Geographie im Unterricht, 6, 1981, No. 4, pp. 167-172.

3 figs., 3 tabs., lit. 11.

The geography of the world, which is taught in the 6th class, can serve as a model on how to introduce pupils to the basic problems of transportation geography and to such terms as "flow", "network" and "junction", which are used in transportation theory and the study of a specific catchment area. This subject-matter also fulfills the objectives of geography teaching. As an example, the author deals in detail with the area around

the city of Karlsruhe, but the same procedure can very well be applied to other cities. The example is developed in detail and divided into partial topics which are differentiated and made more ostensive.

369. PUNNETT, H. - WEBBER, P.:

Using Local Resources: Town Expansion and Industrial Growth

Teaching Geography, 4, 1979, No. 4, pp. 153-157. 6 figs., 2 tabs.

Because the prices of textbooks and other teaching aids in Great Britain are constantly rising the authors suggest that in geography teaching, especially in courses concerning regional geography, greater use be made of various booklets, statistical data and other papers produced by local governments. The authors describe the use of such material for instance from the town of Swindon, which in the period 1950-1970 underwent very rapid development. Excursions also form an important part of regional geography teaching. In this course, main stress should be placed on problem teaching. Assignments can be given to pupils which require that they find their own data, assess findings and draft proposals for various alternative solutions.

2.5.3 Objectives of instruction in geographical cartography

370. HORVÁTH, G.:

A topografiai szerepe az oktatásban (The role of topography in geography teaching)

Földrajstanítás, 24, 1981, No. 2, pp. 42-45.

The author very aptly compares the role of topography in the system of geographical sciences to the role of anatomy in the medical sciences. He is clearly against those who consider topographical knowledge to be of a lexical nature and stresses the fact that the new teaching syllabus has decreased the demands made upon topographical knowledge too much. The need for thematic maps is stressed, which are especially important from the point of view of interdisciplinary relations in instruction, especially between history and geography, as well as literary theory and geography.

2.5.6 Specific aspects of implementing cartographical instruction

374. SCHMIDTKE, K.D.:

Motivierender topographischer Gelegenheitsunterricht

(Motivating opportunities for teaching topography)

Geographie im Unterricht, 6, 1981, No. 10, pp. 437-438.

Lit. 3.

The author discusses the adequate inclusion of topography into the teaching syllabus and stresses the need for students to have basic knowledge in topography.

To achieve this objective the author thinks topography should be included as the foundation for the whole geography course by constantly localizing the geographical content of the whole subject-matter on a map, as well as giving topographic assignments^{and} exercises. He also recommends this method as a motivating factor. For instance during the world championship in soccer, pupils are given assignments, within the framework of topographical exercises, to topographical locate the countries from which various teams come. This is a highly motivating method.

372. SCHRÖPKE, H.:

Topographische Karte - Höhengichtenmodel - Blockbild
(A topographical map-a contour model - a block diagram)
Geographie im Unterricht, 6, 1981, No. 7, pp. 304-311.
2 maps, 4 figs., 5 photos, 1 tab.

The article deals with a chapter in the textbook Terra Geographie 7/8 called "Contour line, profile, blockdiagram". It discusses how best to make use of the vicinity of the school for topographical exercises. The author stresses the need to take into consideration the age of the students and their capacity for understanding certain notions. At the same time stress is placed on environmental and nature conservation aspects of geography: exercises concern such problems as the contradiction between the need to exploit raw material resources for economic growth and the need to conserve nature and prevent pollution.

373. UNDERWOOD, J.D.M.:

Skilled Map Interpretation and Visual-Spatial Ability

Journal of Geography, 80, 1981, No. 2, pp. 55-58.

3 figs., 1 tab.

The author in the article sums up the experiences of a test given to students, which was intended to show a positive correlation between a student's ability to read a map and his visual spatial ability. The findings of the project indicate a positive outcome, but the author stresses that the experimental group of students was too small to be really indicative.

2.6.6 Specific aspects of implementing instruction in landscape theory

374. DEMEK, J.:

Hauka o krajině a její vyučování v 7. ročníku

(Landscape theory and its teaching in the 7th class)

Sborník Československé geografické společnosti, 86,

1981, No. 4, pp. 298-306.

The author formulates the basic objective of teaching landscape theory i.e. to bring pupils to an understanding of the basic problems of our contemporary landscape as a whole, including a number of direct and feedback causations. He selects two main approaches with which he deals in greater detail and which concern models of territorial differentiation of the landscape. He provides their brief characteristic and describes two basic types of landscape with regard to the circulation of matter and energy, the structure of the landscape, its behaviour and succession.

375. KIRBY, A.:

A Contemporary Approach to Urban Areas

Teaching Geography, 6, 1981, No. 3, pp. 125-128.

2 tabs., 1 fig.

The author sums up ways in which problems of urban areas and their structure are taught in British Schools. He considers the existing models of urban structures represented in secondary school textbooks to be obsolete. In the second part of the article the author makes various suggestions on how to carry out with secondary school students practical research concerning various urban structures, including for instance problems connected with housing (age of houses, forms of ownership, social status of population, etc.).

376. NIKONOVA, M.A.- PASHKANT, K.V.:

Issuchenije prirodnikh kompleksov v sredney shkole

(A study of natural complexes in secondary schools)

Geografiya v shkole, 48, 1981, No. 6, pp. 24-28. 1 tab.

An important component of physical geography instruction is acquainting pupils with natural complexes, not only large ones, but also small ones, which have the form of zones and sub-zones. A study of natural complexes is based on a study of the Earth's crust, waters, air, flora, fauna and soil, as well mutual relations between them. Within a natural complex, a continuous flow of matter and energy takes place. In the course of this study pupils learn about the natural laws of development of living and non-living nature and they become acquainted with the foundations of dialectical materialism. The study of this component of geography leads to an activation of pupils and thus the improved effectiveness of instruction in the 5th and 7th classes. Stress is placed in the integrity of natu-

ral complexes, their mutual relations among each other, the circulation of energy and matter and on relations between the atmosphere, hydrosphere, lithosphere and biosphere. Instruction concerning natural complexes should be based on the regional principle, observations should be carried out, data collected and assessed in the course of excursions to the local landscape. Methods of teaching include discussions and working with maps. In conclusion the authors provide an inventory of the objectives of teaching physical geography.

2.7.6 Specific aspects of implementing instruction in environmental theory

377. POSTER, R.H.J.:

The Evolving Urban Mobile Home Park

Journal of Geography, 80, 1981, No. 7, pp. 255-258, 9 figs.

To achieve an understanding of the state and needs of contemporary society, geography studies a wide range of problems. One such problem are mobile homes. They have been developing for 25 years and are becoming a permanent component of a number of American cities. Urban geographers are now called upon to decide the place where parks for these mobile homes should be set up. Mobile homes have developed on the basis of pre-war trailer camps which have existed since 1920. These later developed into tourist camps in the thirties and concentrated mostly unemployed or poor people with no permanent home. During the war so-called war-trailer camps were formed, which were supported by the Federal government in the US and which were concentrated mostly in the

vicinity of the war industry and provided homes for workers needed for the war effort. Today modern mobile home parks are well planned and designed in such a way that they are integrated into the urban area where they are located and that they offer modern amenities as far as hygiene is concerned, as well as clubs, administrative centres, opportunities for recreation, swimming pools, laundries, tennis courts, etc. They are mostly designed for adults over 40 years of age. The number of mobile homes per area of park is continually decreasing, the parks have greenery and provide modern and hygienic homes for their owners.

378. HADDOCK, K.C. - MULVHILL, J.I.:

Assessing the Locational Attributes of Housing for the Elderly Through Classroom and Field Studies

Journal of Geography, 80, 1981, No. 4, pp. 136-141,
5 figs.

The article discusses problems connected with housing for the elderly, who often remain alone in old age and have various special requirements. The authors provide a model for a school project aimed at determining what conditions and type of environment the elderly require if they are to live a happy life among younger people. They repudiate the idea of a "ghetto" for the elderly, enumerate the various types of services they require and an optimum amount of activity. Local field studies usually attract students to this type of assignment, which concerns a broad range of different problems concerning a number of specialisations.

2.7.8 Special teaching media in environmental theory

379. Die Peters-Karte (A Peters Map)

Lehrmittel aktuell, 7, 1981, No. 3, pp. 30-31. 2 figs.

A new map, made by Dr. Peters a historian from Bremen is recommended for use in class. The new map uses equal-area or equivalent projections, it maintains the Earth's axis (the north is always above the south), it is total (it provides an image of the whole Earth), it maintains proportionality, originality and makes it easy to supplement the content of the map (the left and right edges are identical), it uses the same scale for the whole map and errors are evenly distributed throughout the map. All this makes the image provided by the map clear and suitable for school use.

380. Die sogenannte Peters-Projektion (The so-called Peters projection)

Lehrmittel aktuell, 7, 1981, No. 5, pp. 6-8. 1 fig.

The article contains the stand taken by the German Cartographical Society concerning the so-called Peters projection used in a new map which was praised in an article in this journal (No.3, 1981). Members of the Society are of the opinion that the task of cartography is to show the Earth and its spherical surface on a plane, with a mathematically defined rotational ellipsoid printed on the plane of a sheet of paper. Since ancient times various methods of projection have been developed. However, it is impossible to project the surface of the Earth on a plane absolutely precisely, since no map can at the same time be equal-area and conformal (orthomorphic). Peters map projection does not have only the

positive traits described in the article, but also a number of errors, which are not evenly distributed; deformations occur, which are documented by examples of the images of some parts of the Earth, especially when compared with other methods of projection. In the opinion of the members of the Society, the projection of Peters map provides a false image of the surface of the Earth and is hence not a modern map. It is also not suitable for representing existing political and economic relations in today's world.

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